ENGLISH SPEAKING LEARNING STRATEGIES BY "HAFIZ" STUDENTS AT SMP KHAIRUNNAS ENTREPRENEUR TUBAN

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Utami, Siti Putri. (2020). English Speaking Learning Strategies by Hafiz Students at SMP Khoirunnas Entrepreneur Tuban. Thesis. English Teacher Education Department. Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Advisor I: Rakhmawati, M.Pd. Advisor II: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Keyword: English Speaking, Learning Strategies, English Foreign Language.

English Speaking is a second language or foreign language that has been viewed as most demanding of the four skills in English. The students in SMP Khairunnas Entrepreneur Tuban just have a limited time to learn the other subject, especially English subject. Consequently, they have to set the suitable learning strategy for them to understand well all of the lessons, especially in English speaking. The objectives of this study is aimed to investigate the student's English speaking learning strategies and to find out the strength and weaknesses of the strategies that the students used. The subject of this study is the students of 7th grade at SMP Khairunas Tuban. The data that the researcher used was obtaining by using observation checklist and interview guidelines. The result of the first research question showed that the students applies almost all of English speaking learning strategies include metacognitive strategies, affective strategies and social strategies in mastering their speaking skill. The strengths for the students when they apply those strategies are the students get many new vocabularies, they can fluently in speaking English, they know how to pronounce those word, and more confidence in speaking English. Beside the strengths the students also have their weaknesses. They are in their grammar, because they more focus in their speaking and tend to ignore grammar. In fact, the students have to do more practice English speaking, in order to improve their English Achievers.

ABSTRAK

Utami, Siti Putri. (2020). English Speaking Learning Strategies by Hafiz Students at SMP Khoirunnas Entrepreneur Tuban. Skripsi. Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Rakhmawati, M.Pd. Advisor II: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol.

Kata kunci: Berbicara Bahasa Inggris, Strategi Belajar Berbiacara Bahasa Inggris, Bahasa Asing (Inggris)

Bahasa Inggris adalah Bahasa kedua atau Bahasa asing yang di pandang paling menuntut dari ke empat aspek dari Bahasa inggris yaitu menulis, mendengarkan, dan membaca. Maka dari itu, mereka harus mempunyai strategi belajar yang sesuai dengan keadaan mereka untuk memahami dengan baik semua pelajaran tidak hanya dari segi teori tetapi juga praktiknya. Penelitian ini bertujuan untuk meneliti strategi belaja berbahasa Inggris siswa beserta kelebihan dan kelemahan dari strategi yang di gunakan. Subjek dari penelitia<mark>n i</mark>ni adalah dari kelas 7 di SMP khairunnas Tuban. Data yang di gunakan peneliti diperoleh dengan menggunakan daftar observasi dan pedoman wawancara. Hasil dari pertanyaan penelitian yang pertama menunjukan bahwa siswa menerapkan hampir semua strategi belajar berbicara Bahasa Inggris termasuk strategi metakognitif, strategi Afektif dan strategi Sosial, untuk menguasai kemampuan belajar berbicara Bahasa inggris mereka. Kelebihan siswa yang menerapkan strategi belajar berbahasa Inggris adalah siswa banyak mendapatkan kosa kata baru, mereka bisa lancar berbicara Bahasa inggris, dan bisa percaya diri berbicara Bahasa inggris. Selain kelebihan, peneliti juga menemukan kelemahan siswa, yaitu Gramar dan kosa kata, karena mereka lebih fokus dalam berbicara dan cenderung mengabaikan tata Bahasa. Bahkan, seluruh siswa harus lebih banyak belajar berbicara Bahasa inggris untuk meningkatkan kemampuan mereka.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explain about the background of the study of this research, the research questions, the research objectives, the significant of the study, the scope and limitation, the definition of the key terms, and the previous study.

A. Background Of The Study

Curriculum in Indonesia has been through several curriculum exchange. The curriculum change is based on the political system, social, cultural, economic, and science that happen in Indonesia. Indonesian education curriculum has changed in 1947, 1968, 1975, 1984, 1994, 2004, 2006 (*KTSP*), and now 2013 (*K-13*). Each years, has curriculum development, but it is always based on *Pancasila*, because *Pancasila* is the basic ideology of Indonesia. The newest curriculum applied in Indonesia education has different goal with the previous curriculum. The goal of the newest curriculum is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and knowledge. It means that the students in the newest curriculum should be more active than in the previous curriculum.

¹ Sutrisno. Upaya Mewujudkan Generasi Emas melalui Kurikulum 2013, Paper presented in National Seminar: Bedah Kurikulum 2013; Repositioning Pendidikan Agama Islam (PAI) untuk Mewujudkan Generasi Emas.. Kediri: Program Pascasarjana STAIN Kediri, 2013.

As the stated previously, up to now not all of school in Indonesia use the newest curriculum, start from the kindergarten until senior high school. For the example in SMP Khairunnas Entrepreneur Tuban, each level of this school has different curriculum. In seventh grade applied curriculum 2013 (*K-13*), for the eighth grade still used curriculum 2006 (*KTSP*), and for the ninth grade applied curriculum K-13 (revision). Based on one of teachers in SMP Khairunnas Entrepreneur Tuban said that "Actually, in this school all of levels using Curriculum 2013 (*K-13*), all of the books that students used and the learning process is based on K-13, but in accordance with the department of education, the curriculum on this school still use curriculum 2006".

Every student in this school gets many subjects based on the curriculum, In Junior High School of Khariunnas Entrepreneur Tuban, all of students also get many subjects based on the curriculum same as the other school, but they also get another subjects that makes different with another school. Here, the students should memorize Al-Qur'an, so every day they have to read the Qur'an to increase their memory of Qur'an. Beside that, the students of this school also have another activities, such as extracuricular, enterpreneur practice, outdoor learning, etc and for the special thing from this school is they also have to be mastered in foreign language (Arabic and English language). Students of SMP Khairunnas Entrepreneur Tuban has multiple education experiences, unlike the common students in the different school that have much time to learn, the students in Junior High School of Khairunnas Entrepreneur Tuban just have a limited time to learn the other subject, especially English

subject. Consequently, they have to set the suitable learning strategy for them to understand well all of the lesson, not only mastered on the theory from the lesson, but also the practice, such as in English speaking.

The recent curriculum, students are expected to be able to express either transactional or interpersonal communication in a daily life context, for example expressing and responding to sympathy. It means that the curriculum objective of teaching speaking is enabled students to understand and use the language appropriately in accordance with the appropriate situation; for instance, expressing and responding to sympathy². English speaking skill in Indonesia, Jessicha, defines that Indonesia ranks 32nd out of 72 countries in the 2016 English First English Proficiency Index (EF EPI) based on research conducted by the international education company English First (EF) ³. If we think about the rank of Indonesia is in low rank, so as an educational people, we have to increase the rank of Indonesia in English speaking skill, through learn a lot in English speaking. At the four skills that have written above, at the final examination, students just get 2 skills in one test that are listening test and reading test. And how about the other skills? Especially speaking and writing skills. Speaking is a second language or foreign language that has been viewed as most demanding of the four skills in foreign language. From that statement,

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² Mifta Alfiyanaini: "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016". (Surakarta, 2017), 2.

³ Endang Fauziati. "*Teaching English as A Foreign Language (TEFL)*". (Surakarta: Era Pustaka Utama, 2016).

we can see that the learners supposed to have certain ways for expanding their English skill.

The researcher did preliminary research by interviewed one of SMP Khairunnas's teacher, that is Miss Dwi. In this school, has a lot of student's activities everyday, so each students also have variety of learning strategies to enhance their progress in developing their english speaking skill. It was also discovered that each student from different levels uses different language learning strategies which they considered helpful to them. Meanwhile, there are also several students who thought that their strategies only gave a small contribution, enhence their learning may not have improved significantly. So, this study is important to further explore the language learning strategies used by students with high speaking performances in developing their speaking skills. It is expected that knowing more about the language learning strategies will enable both teachers and students to find better solutions for the problem that the students with low speaking performance have in developing their speaking skills.

A study fom Ardiansyah, entitled "An Analysis of Language Learning Strategies of Speaking Used By Successful And Unsuccessful Students of Semester III English Department of IAIN Sultan Thaha Saifuddin Jambi". This study has explained about the speaking learning strategies of sucssessful and unsucssessful students. The author observed how the way sucssessful and unsucssessful students everyday. Different with this study, the author did the research in the school that has multicurriculum program, then this study also to

explore the language learning strategies used by students with high speaking performances in developing their speaking skills. It is expected that knowing more about the language learning strategies that enable both teachers and students to find better solutions for the problem the students with low speaking performance have in developing their speaking skills.

From the explanation above, the researcher is interested in carry out a research entitled "Learning Strategy in Speaking Skill: A Study of Good Oral Competent of SMP Khairunnas Enterpreneur Tuban". From this research, we will know about the learning strategies used by students multiple education experiences that have good oral competence in English and also the streights and the weaknesses while they are learning on that strategy.

B. Research Question

- 1. What are the strategies of *hafiz* students in Junior High School of Khairunnas Enterpreneur Tuban to learn English speaking skill?
- 2. What are the strengths and weaknesses of *hafiz* student's learning strategies in speaking skills of Junior High School of Khairunnas Enterpreneur Tuban?

C. Research Objective

- To investigate the kinds of students' learning strategy of Junior High School of Khairunnas Enterpreneur Tuban to learn English speaking skill.
- 2. To findout the strengths and weaknesses on students learning strategy in speaking skills of Junior High School of Khairunnas Enterpreneur Tuban.

D. Significant Of The Study

The result of this study has expected to give advantage and contribution for teachers, students, and further researchers. It will be a reference for all of sides in teaching learning.

a. For the students

The result of this study can help the students to choose the appropriate of the learning strategy so they can understand the lesson easier and enjoy the lesson. And also for the students who taking multiple curriculum, they can divide their time well, and to improve their strategy in their learning process.

b. For the teachers

From this study, the teacher will know the ability of the students, then can develop the students skill in the class. And by knowing the learning strategies used by the students, the teachers can use the appropriate approaches, materials and methods to be applied in teaching learning process. And it may help to improve the teaching strategy in the teaching and learning process.

c. For the other researcher

This study will help them to improve their study and also for their reference in their research, and gives academic information for future research, especially in strategy of speaking learning of the students.

E. Scope And Limitation

This study focus on the learning strategies in speaking skill that students who taking multi curriculum program use everyday in their learning process. There are three categories of English speaking learning strategies which have analyzed in this research: Metacognitive strategy, Affective strategy and Social strategy. And the strengths and weaknesses from those strategies that the students use. In this study, the researcher took within 15-20 students that have good oral competence in English speaking. The students here choose by the teacher in English subject. The researcher did observation and interview to get the information about their English speaking learning strategies.

F. Definition Of Key Term

Here are the definition of key terms based on the perspective of this study or in other words the terms bellow are defined operationally they are as follow:

1. English Speaking Learning Strategies

English speaking learning strategies are specific action taken by the learner to enhance learning, to perform specific task, to solve specific problems, to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new o'Malley, divided language-learning strategies into three main subcategories namely, metacognitive strategies, Affective strategies and social strategies⁵. In this study, English speaking learning strategies are divided into 3 classification, metacognitive strategy, affective strategy, and social strategy.

- a. Metacognitive strategies allow learners to control their own cognition that is, to coordinate the learning process by using functions as centering, arranging, planning, and evaluating. In this research, the students used this strategy to help them increase their learning in speaking.
- b. Affective strategies can regulate emotions, motivations, and attitudes. They cannot improve your speaking ability directly. They only can improve it indirectly. The students in SMP Khairunnas Tuban used this strategy to lower the anxiety and encouraging theirselve to increase their speaking.
- c. Social strategies help students learn through interaction with others. In Khairunnas Tuban, the students used cooperation and questioning for clarification and to incrase their speaking.

⁴ Karokat Kunasaraphan, "English Learning Strategy and proficiency level of the first year students". (Suan Anandha Rajhabhat University, Bangkok Thailand, 2015), P. 1854.

⁵ O'Malley, J. M. &Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. P. 582-584

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Based on those strategies, the students will be analysed their learning strategies and then the researcher found the strengths and weaknesses of those strategies that the students used. There are several strengths that the researcher found in this research. Those strength can help the students to improve their speaking ability. And also, the researcher found several weaknesses faced by the students that can hamper the students in learning speaking English.

2. Curriculum in SMP Khairunnas Entrepreneur Tuban

The curriculum is all the things that are designed by the school to be followed by the child during this particular education, in the form of a number of learning experiences for students⁶. In SMP Khairunnas Tuban, the students have multi curriculum program which mean they have many activities in their school. For the example, they used curriculum from the government then they also have another curriculum, those are academic and non-academic. For the academic program, the school has several programs, those are memorizing Al Quran, learning about the religion, Islamic boarding school program, and etc. and for the non-academic program they have school extracurricular.

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⁶ Abnan Hidayati, Dkk. "The Development Of Character Education Curriculum For Elementary Student In West Sumatera". (Padang State University West Sumatera, Indonesia, 2014). P. 3

3. Hafiz Students

In this case, *Hafiz* means preserve the Quran. In KBBI (Kamus Besar Bahasa Indonesia), *Hafiz* means a person who memorize Quran and demanded to keep it, and not to be evaporated⁷. The elder of Islamic boarding shool of Al Aqobah, Jombang, and West Java. Kyai Ahmad Kanzul Fikri describe that the technical term of *Hafiz* is Hamilul Qur'an or a person who bring qur'an. Means that a person who bring Qur'an will never leave it in everytime and condition, they will memorize the qur'an forever. And for them, reading Qur'an in necessary for *hafiz* in everyday life. In this study, the researcher will take the subject from the school that 100% of the students must memorize Al quran. In SMP Khairunnas, the students must memorize Qur'an minimum 6 juz. There are also several students who memorize all of the juz of Quran.

⁷ Riswandi, "Budaya Menjaga Hfalan Al-Quran Bagi Hafiz Hafizah di Lingkungan Universitas Negeri Sunan Kalijaga, Yogyakarta", (Universitas Islam Negeri Sunan KAlijaga Yogyakarta, 2013). P. 2.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is presented about the theories that support the study then these theories is become a guidance to do this study, and there are many explanation of previous studies that become a basic of the research.

A. Theoritical Framework

In a research, it is important to describe the theories related to the problems of the study, which are used as foundation and reference in order to give relevant knowledge in the field. In this chapter, the researcher revealed some important aspects such as language learning strategy dan the speaking skill.

1. Speaking Skill

Nunan describes speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. There is a streightener statement from Pourhosein Gilakjani expressed that speaking is of greet significance for the people interation where they speak everywhere and everyday. So, Lai-Mei Leong and Sayedeh Masoumeh Ahmadi defined that speaking is the way of communicating ideas and massage orally, if we want to encourage student to communicate in English, we should use the language in real communication and ask them to do some process. From that statements we can see that speaking skill should be learn

by the learners because it will be use in every activities, not only in the school but also in daily life. Another definition from To know deeper what speaking is, differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. By speaking activity, orator or speaker have to pay attention of planning and editing by channel.

As a human, we need to learn of English language that we know it as an important language in this world to communicate with others, such as telling and asking information, asking and giving some helps, asking and giving opinion or permission, etc. That activity can be done through speaking to others directly, it means that English language is very important for human being as social creatures. Speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner in successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also we have to see from their competence in using the language. Speaking skill consists of linguistic performance and linguistic competence. In other word, we can say that speaking skill is a mental motor skill, it consist of the coordination of sound, mechanism, which is produce

⁸ Mifta Alfiyanaini." A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016". (Surakarta 2017), 28.

by our muscles and it is also has as a mental aspect. 9 So, the students who want to be mastered in speaking skill, the not only have to be good in their performance, but also in their competence of using the language.

From the explanation above, to be mastered in speaking, the students must learn five competences of speaking ability as follow:

a. Pronounciation

Hornby defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced. It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

b. Grammar

Grammar is sometimes defined as the way word put together to make correct santences. Grammar does not only affect how unit of language are combine in order to 'look right' it also affect their meaning. ¹⁰ It means that without grammar, we can not arrage a santence correctly, grammar became an important part of speaking.

c. Vocabulary

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more

⁹ Ibid. 28.

¹⁰ Penny Ur. "A Course in Language Teaching: Practice and Theory". (Cambridge Teacher Training and Development. Cambridge University Press. 2009) .77.

than a single word.¹¹ So, someone who learn about language should have many vocabulary, it will help them to develop their ideas.

d. Fluently

Someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.¹² So, everybody can speak fluently, as long as they always learn how to speak eventhough they make some errors.

e. Self-confident

Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question. He feels like that, so he thinks he knows what will he say and how to express.¹³ After mastering the five competences above, the lerarners should have a self-confident to practice the English language that the have learned before.

The Characteristics of The Success in Speaking. According to Arthur, speaking for learner is not easy, at least four criterias should be covered by the learner in speaking, as follos as:

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¹¹ Ibid, 60.

¹² Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 28.

¹³ Ibid, 30.

1. Learner talks a lot

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This way seems obviously but often must time is taken up by teachers talk.

2. Participants is even

Classroom discussion is not dominated by monitory of talkative participants, they get a chance to speak, and contribution fairly and evenly distributed.

3. Motivation is high

Learners are able to speak because they are interested in the topic and have something new to say about it, or because they want contribution to achieve task objective

4. Language is an acceptable level

Learner expresses themselves in utterance that is relevance easily comprehensible to each other, and acceptable. 14 Students is easy to speak in English, and the other students that listen the student who speak, can understand easily.

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¹⁴ Arthur Hughes. "*Testing for language teacher second edition*". (UK: Cambridge University Pers, 2013), 120.

2. Speaking Skill of Hafiz Students

In Junior High School of Khariunnas Entrepreneur Tuban, all of students also get many subjects based on the curriculum same as the other school, but they also get another subjects that makes different with another school. Here, the students should memorize Al-Qur'an, so every day they have to read the Qur'an to increase their memory of Qur'an. Beside that, the students of this school also have another activities, such as extracuricular, enterpreneur practice, outdoor learning, etc and for the special thing from this school is they also have to be mastered in foreign language (Arabic and English language).

Students of SMP Khairunnas Entrepreneur Tuban has multiple education experiences, unlike the common students in the different school that have much time to learn, the students in Junior High School of Khairunnas Entrepreneur Tuban just have a limited time to learn the other subject, especially English subject. Consequently, they have to set the suitable learning strategy for them to understand well all of the lesson, not only mastered on the theory from the lesson, but also the practice, such as in English speaking.

3. English Speaking Learning Strategies

In learning speaking skill, students need to set their strategy to develop their speaking skill. The indirect strategies are in favor of language learning. There are three branches¹⁵. Metacognitive strategies allow learners to control their own cognition—that is, to coordinate the learning process by using functions as centering, arranging, planning, and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others. All these strategies support and manage language learning without directly involving the target language. Indirect strategies are useful in virtually all language situations.

a. Metacognitive Strategy

1. Centering Your Learning

First, paying attention. The strategy of paying attention is necessary for speaking. This strategy involves two modes, directed attention and selective attention. Directed attention means deciding generally or globally to pay attention to the task and avoid irrelevant distractions. In contrast, selective attention involves deciding in advance to notice particular details. Encourage directed attention by providing interesting activities and materials, reducing classroom

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¹⁵ Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013). 175.

distractions, reminding students to focus, and rewarding them when they do so. Facilitate selective attention by giving learners an incomplete chart to fill out, a table or checklist on which to mark details, or some other activity which requires attention to specifics.

Secondly, delaying speech production to focus on listening. This strategy relates to speaking. You do not have to teach or encourage this strategy, because many learners do it automatically by postponing their speaking in the target language for hours, days, weeks, or possibly even months. This phenomenon is often viewed as a way of focusing on listening comprehension before students feel comfortable enough to speak. The speech delay may be total or partial. The delay occurs because listening is more rapidly developed than speaking, and because speaking seems more threatening to many students. Some instructional theorists have stressed the importance of allowing a —silent period" for all learners, and various language teaching methods reflect this emphasis, but research evidence concerning the significance and optimal length of the silent period is mixed. Help build solid listening comprehension skills, and encourage students to speak as soon as they are ready, without any externally imposed delay.

2. Planning and Arranging Language Learning.

First, understanding language learning. This strategy means uncovering what is involved in language learning. Learners often do not

know much about the mechanics of language learning, although such knowledge would make them more effective learners. Books about language learning are a good source of information. Help your students by allowing them to talk about their language learning problems, ask questions, and share ideas with each other about effective strategies they have tried. Taking class time to talk about learning process will reap rewards for the students. This strategy can aid speaking.

Secondly, setting goals and objectives. Goals and objectives are expressions of students' aims for language learning. Students without aims are like boats without rudders; they do not know where they are going, so they might never get there. Goals and objectives should be noted in the language learning notebook, along with deadlines for accomplishing them and an indication as to whether those deadlines were met. Goals are generally considered to be long-range aims referring to the outcome of many months or even years. Objectives are short-term aims for hours, days, or weeks. Aid your students in determining goals and objectives in each of the skill areas, realizing that different students will have different aims.

Thirdly, identifying the purpose of a language task. This strategy involves determining the task purpose. The strategy of considering the purpose is an important one, because knowing the purpose for doing something enables learners to channel their energy in the right direction. Help your students understand the purpose by

allowing them to discuss the purpose before doing the task itself. Figuring out the purpose for speaking is made easier by understanding the kind of speech being used—for instance, casual speech, deliberate speech, reading aloud from a written text, and speaking from a memorized script.

Lastly, seeking practice opportunities. Language learners must seek out—or create—opportunities to practice any and all of the four language skills. If students want to reach moderate to high proficiency, classroom time cannot usually provide adequate practice opportunities. Therefore, students will need to find additional chances to practice the language and must realize it is up to them to search for these occasions. This strategy underscores students' responsibility to generate their own opportunities to practice. Challenge your students to look for such chances whenever and wherever possible.

3. Evaluating Your Learning

First, self-monitoring. This strategy does not center as much on using the language as it does on students' conscious decision to monitor that is, notice and correct their own errors in any of the language skills. Encourage your students to write down their most significant difficulties in their language learning notebooks and try to eliminate them. In considering a particular faux pas, learners can often benefit from trying to determine the reason why it is made. Self-monitoring is

important for speaking, but students should not become obsessed with correcting every speech difficulty, because this would kill communication. Without expecting to be perfect, learners should notice and rectify their important speech problems, such as those which are socially offensive or which cause confusion.

Secondly, self-evaluating. This strategy involves gauging either general language progress or progress in any of the four skills including speaking. Global impressions are often faulty, and the more specific the learner is in self-evaluating, the more accurate the evaluation. Of course, any self-evaluation must take into consideration the difficulty of the situation or the language. Checklists, diaries, or journals can help learners evaluate their progress, at the same time as getting in touch with feelings. In speaking, there are many ways to self-evaluate. Learners may record their own speech on a tape recorder and then listen to the recording to find out how they sound compared with native speakers.

b. Affective Strategies

Affective strategies can regulate emotions, motivations, and attitudes. They cannot improve your speaking ability directly. They only can improve it indirectly.

1. Lowering Your Anxiety

First, using progressive relaxation, deep breathing, or meditation. These techniques are all effective anxiety reducers, according to scientific feedback research. Progressive relaxation is that all the major muscle groups are alternately tense and relaxing. Deep breathing is often an accompaniment to progressive relaxation. It involves breathing low from the diaphragm, not just from the lungs. The simple act of deep breathing brings greater calmness almost immediately. Meditation means focusing on a mental image or sound to center one's thoughts, and it, too, helps to reduce the anxiety that often dogs language learners.

Secondly, using music. This strategy is useful before any stressful language task. Five or 10 minutes of soothing music can calm learners and put them in a more positive mood for learning. The language teaching method known as Suggestopedia is based partly on the use of baroque music to alter students' moods and mental states. The powerfully relaxation capabilities of music cannot be denied in the language learning context.

Lastly, using laughter. Laughter is the best medicine, as the saying goes. The use of laughter is potentially able to cause important biochemical changes to enhance the immune system, so many hospitals are now using —laughter therapy to help student relax. Language learners, too, can benefit from laughter's anxiety-reducing powers. Laughter brings pleasure to the classroom.

Laughter is part of a general atmosphere of enjoyment for students of all ages.

2. Encouraging Yourself

First, making positive statements. The strategy of making positive statements can improve each speaking skill. Make clear about the kinds of positive statements. Urge your students to say those statements regularly, especially before a potentially difficult language activity.

c. Social Strategies

1. Asking Questions

This strategy is mostly in speaking, because errors which are most obvious to other people occur in producing the new language. It is related to the strategy of self-monitoring, in which students notice and correct their own difficulties. In a spoken conversation, learners can ask the other person for correction of impatient problems that is, those which cause confusion or offense. However, the other person cannot be expected to correct all errors made by the learner, because this would intimidate the learner, halt the conversation, and turn the conversation partner into a speech

2. Cooperating with Others.

First, cooperating with friends. This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Games, simulations, and other active exercises challenge students to develop their activity to cooperate with friends.

3. Empathizing with Others

First, developing cultural understanding. Background knowledge of the new culture often helps learners understand better what is heard in the new language. Such knowledge also helps learners know what is culturally appropriate to say aloud. Help students sharpen their culture understanding by injecting short cultural discussions into classroom activities, and by comparing and contrasting behavior in the students' native culture and the target culture. Outside of the classroom, encourage students to find out all they can about the target culture through reading, going to lectures, or watching films in the target language. All these activities develop greater cultural awareness, which is necessary for achieving proficiency in the new language.

Secondly, becoming aware of others' thoughts and feelings. Learners can purposefully become aware of fluctuations in the thoughts and feelings of particular people who use the new language. Such awareness makes learners be easier to close to the

people they meet, helps them communicate each other more clearly, and suggests what to say and do.

- 4. Strengths and weaknesses of English Speaking Learning Strategies
 - a. Metacognitive strategy

In metacogitive strategy, there are several strengths and weaknesses that bellow:

1. Strengths

- a) Metacognition strategies, enhance studets to get many new vocabularies than other students¹⁶. Through this research, the students can easily memorize vocabularies from the strategy that they used.
- b) Students can speak fluently in English language¹⁷. In this research, the students who used the metacognitive strategy can speak in English fluently other than mostly students in SMP Khairunnas Tuban.
- c) Metacognition provides the students to know how to pronounce the words¹⁸. In this research, the students in SMP Khairunnas Tuban that use this strategy can pronounce the words well, and practice it in their daily life.

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¹⁶ Hayati Syafri. "Expanding Instructional Model Of Socio Affective Strategy For Speaking Skill In Islamic Institution", Iain Bukit Tinggi, 2016, 373-374.

¹⁷ Ibid, 373-374.

¹⁸ Ibid, 373-374.

d) The students can be confident in speaking English¹⁹. Through this strategy, based on the observation and interview, the researcher found that the student more confident to speak English in front of people.

2. Weaknesses

- a) Poor self-esteem, self- esteem is defined as positive or negative attitude toward him or herself²⁰. It's a fundamental aspect in the personality of individuals that develop in the first year of life from self-concept that is personal conception of oneself.
- b) Difficulty in problem solving, when the students use the metacognitive strategy, the students will face several problem, to solve the promblem it self, the should have prior knoledge, setting goals and objective.
- c) Poor language communication, This phenomenon is often viewed as a way of focusing on listening comprehension before students feel comfortable enough to speak. The speech delay may be total or partial. The delay occurs because listening is more rapidly developed than speaking, and because speaking seems more threatening to many students²¹.

¹⁹ Ibid 373-374

²⁰ Rosenberg, "Society and adolescent self-image", (Princeton University Pers, 1965).

²¹ Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013). 175.

b. Socio-affective strategy

1. Strengths

- a. Increase the emphatic of the students when do discussion, it such awareness makes learners be easier to close to the people they meet, helps them communicate each other more clearly, and suggests what to say and do²². The students can be more active to replay the other students' speaking. In SMP Khairunnas Tuban, when the students work in group, they have to speak in English while discussing. So, every student should replay and perceive the other students.
- b. Every students have the opportunity to talk, to get the opportunity to talk, the students in SMP KHairunnas Tuban have to do mare interaction with other students to increase their speaking skill.
- c. Students get new experience and mastering material that can increase students social affective domains. In SPM Khairunnas Tuban, the students can speak in English. It will help them to understand more about the material, and can get new experience with others easily.

²² Ibid, 18.

2. Weaknesses

- a) Lack of example of the expression and dialog about the material, it happened when the students apply the dialog with the different caracterize of people. In this research, Students got difficulties in speaking English, when they speak with other people. They speak without grammar, and lack of vocabularies. So, they did not talk too much with other people they met.
- b) The material is quite difficult, the students apply their speking skill mostly while taking the social or affective strategies, the students not only have to memorize so much vocabulary, but also another material related to the speking before they apply their speaking.²³ In SMP Khairunnas Tuban, the students feel unconfidence when the teacher asked them to speak in front of class. Some of the students opened the internet, dictionary, or even ask the teacher to help then to get the inspiration before speaking.

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²³ Hayati Syafri. "Expanding Instructional Model Of Socio Affective Strategy For Speaking Skill In Islamic Institution", Iain Bukit Tinggi, 2016, 373-374.

B. Previous Study

A study by Mifta Alfiyani. Showed a Study on Student's Learning Strategies in Speaking Skill of the Eleventh Grade Student in MAN 1 Surakarta Boarding School in the Academic Year 2015-2016.²⁴ Here, the researcher also wants to know the learning strategy of the students, and the strengths and weaknesses. The similarities between Miftas' research and this research is using descriptive qualitative that talk about the learning strategies and the strengths and waeknessess of the strategy. Different with this research that will research about the students taking multiple curriculum, the Mifta Alfiana's research was focus on common students who learn in English subject.

The other study that also similar with this study is from Astrit Itania entitled Learning Strategy Used by The students of Acceleration Class in Speaking English at MAN 3 Tulungagung. This research showed a learning strategy and the most dominant learning strategy, which use by the students in MAN 3 Tulungagung. Different with this research, Astrit's research is focus on the acceleration class, who are smart students with the high IQ. This research focus on the hafiz student that taking multiple curricullum while leaning about English subject.

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²⁴ Mifta Alfiyanaini." A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016". Surakarta. 2017

²⁵ Astrit Itania. "Learning Strategy Used By The students of Acceleration Class in Speaking English at MAN 3 Tulungagung". (IAIN Tulungagung. 2014)

From Wendy Wirawan (2017) entitled Analysis of Learning Strategies in Speaking Class at The Second Grade Students of Senior High School.²⁶ That research focus on identifying the learning strategy of the students, the ability of the students and the correlation between the students' use of language learning strategies and their speaking ability. Different with this study, this study is focus on the students that have a good oral competence that influential with their daily activities. And as we know the speaking not include in the national examination, so the learning process in their class mostly will discuss about the material that include on the national examination only, those are listening and reading.

The thesis of Yohana Vita Lelita, (2016). The title is A Study of Students' Learning Strategies and Self-afficacy in Speaking I Class ELEPS of Sanata Dharma University. 27 That also focus on the students' learning strategy and applying the learning strategies in the relation with the student's self afficacy. And for this study, the researcher will analyze the students' learning strategies and the strengths and the weaknesses of the learning strategy that they used.

The last previous study is from Ardiansyah, entitled "An Analysis of language Learning Strategies of Speaking Used by Successful and Unsuccessful Students". That study is about the learning strategy that use by

²⁶ Wendy Wirawan (2017). Analysis of Learning Strategies in Speaking Class at The Second Grade Students of Senior High School. Bandar Lampung University.

²⁷ Yohana Vita Lelita, (2016). A Study of Students' Learning Strategies and Self-afficacy in Speaking I Class ELEPS of Sanata Dharma University. Yogyakarta.

successful and unsuccessful students and how they use those strategies in everyday activities. The subject of that study is the students of 3rd semester of IAIN Sultan Thaha Saifuddin Jambi. The difference of that study with this study is the subject. The subject of this study is from the students in Junior High School of Khairunnas Tuban.

The differences between the previous studies with this study are the technique and the subject of the research on analyzing students' learning strategies. The researcher analyzed the English speaking learning strategies the students' that have multi curriculum program at their school. The researcher also analyzed the influence of their daily activities with their learning in English speaking. This study also analyzed the strengths and the weaknesses of English speaking learning strategies while they take multi curriculum program at their school.

CHAPTER III

RESEARCH METHOD

The research design is presented in advance and then followed by specification of the research variables, approach, subject, setting, source data, data collection, instrument, and data analysis techniques. Finally, the data analysis further discussed. This chapter is presented about the data that have collected and analyzed.

A. Research Design

Research design is a plan that guides the decision about when and how often to collect data, what data to be gathered, from whom and how to collect the data, and how to analyze the data.²⁸ David Nunan said that traditionally, writers on research traditions have made a binary distinction between qualitative and quantitative research.²⁹ In this research qualitative research has been choosen to be the method. Here Muhartoyo, describes that characteristics of the qualitative method are subjective, naturalistic, uncontroled, exploratory and descriptive³⁰. Research design of this study is descriptive qualitative, so the method which is used to analyze the data in this research is descriptive method to describe what kinds of English learning strategy and the strengths and the weaknesses of the strategy in speaking skill used by the students of

²⁸ Ibid. 55.

²⁹ David Nunan . "Research Method in Language Learning". Cambrige University Press. 1992, 3.

³⁰ Muhartoyo. "Introduction to Research Methodologies in Language Studies." (Binus University, 2007), 12.

Junior High School of Khairunnas Enterpreneur Tuban. Acording to O'Malley, divided speaking learning strategies into three main subcategories namely, metacognitive strategies, Affective strategies and social strategies³¹. In this study, English speaking learning strategies are divided into 3 classification, metacognitive strategy, affective strategy, and social strategy

B. Research Setting

a. Subject

In conducting research, there must be the subject that investigated toget the data. According to Mc.Millan "Subject is an individual who participates in aresearch study or is someone from whom data are collected.". In this study, the researcher took of 7th grade of SMP Khairunnas academic year 2019/2020. The research have been conducted on the process that happened in the classes and in the daily learning activities of the students, spesifically when they learn the English Language subject.

b. Place

The researcher observed the learning strategies used by students in Junior High School of Khoirunnas Enterpreneur that placed in Manggis street, No. 72B, Perbon, kec. Tuban, Tuban city. The researcher observed by asking them, observing the students learning activity in the classroom and analyzing the learning strategies that used by students.

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³¹ O'Malley, J. M. &Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. P. 582-584

c. Time

The time for doing this research is 15-20 days, 1 student has been observed in one day, when they wake up until they sleep. The researcher observed the students' activity start from they wake up until they sleep.

The time for doing the research (See in appendix 3)

C. Data And Source Of Data

Source of data is the most important thing in conducting research. It contains many information which is necessary. In conducting research of the learning strategy in speaking skill, the data of this research occur in the process of learning English subject especially in speaking skill. The data took from the 7th grade students while doing the process of learning in the class, and in the daily learning activity. The researcher came to the school, first asked the teacher about the learning process of English subject. Then, the researcher did observation with the students. The researcher observed the students one by one. One student observed in one day until 15 students. Then in the break time the researcher interviewed the students about their strategies in English speaking, and the strengths and weaknesses of the strategies that the students used.

D. Data Collection Technique

a. Observation

The first instrument of this research is observation. Observation is the process of gathering open-ended, firsthand information by observing people and places at a research sites.³² This instrument is focus on observation the learning process of speaking skill in the seventh grade students of Junior High School of Khoirnnas Enterpreneur Tuban. And also the researcher observed in the boarding house, especially in English time.

For the first, the researcher will do an observation the subjects in the whole of the student's activity of leaning English language and the researcher used the observation checklist and take a note (See appendix I). The researcher being the passive observer in the students activity. When in the class the researcher only observing and taking note about their learning strategies that they use. And the researcher observes in their daily learning activity when they are in boarding house.

b. Interview

The second instrument of this study is interview. The oral interview has been widely used as a research tools in applied linguistic³³. Interview occurs when researcher ask one or more participants general, open-ended question and record their answer. The researcher then transcribes and types the data into a computer file for analysis. ³⁴ Then, Ary classifies interview into four types, those types are (1) one-on-one interview, (2) focus group

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³² Donald Ary, Jacob, L. C., Razivieh, A. & Soresen, C. "Introduction to research in education (8th ed)". Wadsworth: Cengage Learning, 2010, 213.

³³ David Nunan, "Research Method in Language Learning", (Cambridge University Press, 1992). P 149

³⁴ Donald Ary, Jacob, L. C., Razivieh, A. & Soresen, C. "Introduction to research in education (8th ed)". Wadsworth: Cengage Learning, 2010, 217.

interview, (3) telephone interview, (4) electronic E-mail interview.³⁵ in this chase, the researcher will communicate and interact with the students directly, the researcher used interview guideline than contains of strengths and weaknesses of English Speaking Learning Strategies (See appendix II). The researcher chooses one-on-one interview, which is the researcher asks questions and records the answers from only one participant in the study at a time.

E. Data Analysis Technique

After collecting the data, the researcher does some step to analyse the data. The data analysis in qualitative research involves three things namely the data reduction, the data presentation/data display, and the conclusion drawing/verification. The technique for analyzing the data are outlined bellow:

a. The data reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field.³⁶ From that stetement, after collecting the data, the researcher reduce the data from the observation and interview. Then the researcher interviews the students and observes in the class/boarding and take notes in process of succeeding the data.

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³⁵ Ibid 218

³⁶ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016". (Surakarta, 2017), 51-52.

b. The data presentation/data display

In qualitative research, the data display can be done in the form of short narration, chart, flowchart, etc. Sugiyono stated "the most frequent form of display data for qualitative research data in the past has been narrative text"³⁷. Looking at the data display will help to understand what is happening and to do some things-further analysis or caution on that understanding.

After selecting the data and placed the in some criteria of learning strategies, the researcher present and describe the data. And display refers to data that have been reduced in the form patterns.

c. The conclusion drawing/verification

After displaying the data, the researcher makes a conclussion based on the general view. The conclusion of this research would be the description of the kinds students learning strategies and the strength and weaknesses of students learning strategies that used by the students in Junior High School of Khoirunnas Enterpreneur Tuban.

In short, the steps in analyzing the data are: (1) the researcher collects the data through observation and interview. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After

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³⁷ Sugiyono, S. (1983). *Metodologi Penelitian*. Jakarta:Manajemen PT Rajagrafindo Persada.

selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn.



CHAPTER IV

FINDINGS AND DISCUSION

In this chapter, presented a brief explanation about the research findings and discussion. This chapter presents the data description of learning strategies used by the students of 7th grade in SMP Khairunnas Tuban. The findings is gained from the field which is compared with the learning strategies theory, while the discussion is process of making a decision or a conclusion about the topic of this research. There are two description will be divided into some points of view.

A. Research Findings

This research was conducted on 12th August – 4^{tt} September 2019 in 7th grade students in SMP Khairunnas Entrepreneur Tuban. The technique of collecting data which has been explained in research method are observation and interview. The observations are to answer the first research question, and the interviews are to answer the second question. There are two terms that discussed in research findings based on the research questions. The first section discussed about the English speaking learning strategies that used by students. And in the second section discussed about the strengths and weaknesses of English speaking learning strategies that students use.

Learning strategies used by 7th grade students in SMP Khairunnas Entrepreneur Tuban in their speaking skill.

Each students in SMP Khairunnas Tuban has their own strategies in speaking English. The chosen strategies based on the students goals and the

student's needs. The students have no difficulties in English speaking, but sometimes they find some problems in English Speaking, so they use certain strategies to solve their problems. Student in SMP Khairunnas Tuban always practice their speaking skill not only inside class but also outside class. The researcher would like to present the strategies that used by Student in SMP Khairunnas Tuban to improve their speaking skill to improve their English Speaking skill.

a. Metacognitive Strategy

Metacognitive strategies refer to leaners' behavior in centering, arranging, planning and evaluating their learning. It means that metacognitive strategy is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluation learning after activity is completed. Students in SMP Khairunnas Entrepreneur Tuban apply this strategies in sub categorize.

1) Student's attention

Firstly, paying attention is necessary for speaking. This strategy involves two modes, directed attention and selective attention. Directed attention means deciding generally or globally to pay attention to the task and avoid irrelevant distractions. In contrast, selective attention involves deciding in advance to notice particular details. This strategy relates to speaking. The student in SMP

Khairunnas Entrepreneur Tuban used the selective attention strategy to help them memorize the vocabs or sentences that they used to choose the easy topic. Based on the observation, when the teacher explain the material, the students took notes to make them easy to understand and there are several students who only memorized it. In this strategy, the students who took a note are 12 students, and the students who just listened and memorized are 3 students. (See in appendix IV)

2) Planning and arranging Language learning

First, the students understanding language learning. Learners often do not know much about the mechanics of language learning, although such knowledge would make them more effective learners. Second, setting goals and objectives. Goals and objectives are expressions of students' aims for language learning. Students in SMP Khairunnas Entrepreneur Tuban used this strategy to set their goals before speaking. Before speaking, 4 students made some statements before speaking, 2 students looked for some references, 2 students took a note, 4 students asked the teacher or another students, understanding the material, and many more (See in appendix IV). The students who used this strategy, usually before they prepare their speaking, they discussed it with their friend or even with the teacher.

3) Evaluation the learning

It is checking student's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place. Based on the researcher observation students in SMP Khairunnas Entrepreneur Tuban, 12 students evaluated their speaking (see in appendix IV). After speaking, they evaluated their speaking, usually they asked their teacher to correct their speaking, then learnt it again.

b. Affective Strategies

Affective strategies can regulate emotions, motivations, and attitudes. They cannot improve your speaking ability directly. They only can improve it indirectly. Using this strategies the students can lower their anxiety and encouraging their selves to speak in English well.

1. Lowering the anxiety

- a) Using progressive relaxation and deep breathing. These techniques are all effective anxiety reducers. 2 students in SMP Khairunnas Tuban used these techniques for their preparation before speaking English (see in appendix IV). When the students want to speak in front of class, they got nervous. To decrease their nervous, they deep breathing to make them relax.
- b) Using Music. This strategy is useful before any stressful language task. Five or 10 minutes of hearing music can calm

learners and put them in a more positive mood for learning. 3 students in SMP Khairunnas Tuban used these techniques while they don't have any idea to speak, they relax theirselves using music before speaking (see in appendix IV).

c) Using laughter. Laughter is the best medicine, as the saying goes. 3 students in SMP Khairunnas Tuban used these techniques before speaking to keep theirselves calm (see in appendix VI). Before speaking in front of class, before the teacher all the students' name, they make some jokes with other friend, to make them relax. And the students believe that joking with other friend can make them more ready to speak in to speak in front of the class. Laughter brings pleasure to the classroom. Laughter is part of a general atmosphere of enjoyment for students of all ages.

2. Encouraging their selves

Through this strategy, the students make positive statemens that can improve their speaking skill. The students in SMP Khairunnas Tuban used these techniques to prepare their sentences before speaking. They usually looking for the references and ask their frinds or teacher to correct it. 10 students in this research are mostly prepare some statements before speaking. (see in appendix IV)

c. Social Strategies

Social strategies are help students learn through interaction with others.

- 1) Asking questions, the strategy that mostly used by the students in speaking. Learners can ask the other person for correction. In SMP Khairunnas Tuban, the learners asked the teacher or their friends to correct their speaking. The students who used this strategy, they did not confident whit their selves, so they asked everyone, to make them confident with their speaking. 10 students applied this strategies, before speaking, they asked their friends or their teacher to correct their speaking. (see in appendix IV)
- 2) Cooperating with others that can help students in their speaking. This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Games, simulations, and other active exercises challenge students to develop their activity to cooperate with friends. 13 students in this research used this strategy. In a group work, they were active to speak in English (see in appendix IV). In the group work, the students can be more active to speak in English, because they are more free and confident to speak. They also can correct the other students speaking, even though they usually use mixed language.
- 3) Develop the understanding using books, music, or movie.

Outside of the classroom, encourage students to find out all they can about the target culture through reading, going to lectures, or watching films in the target language. All these activities develop greater cultural awareness, which is necessary for achieving proficiency in the new language. 14 students who used this strategy believed that they can improve their vocabs and grammar through reading, listening music or watching movie (see in appendix IV). When they read some book, listen some western music, and watching movie, when they did not know the meaning they open the dictionary or take the note to help them memorize it.

- 4) Students become aware to be easier to close to the people they meet, help them communicate each other more clearly, and suggest what to say and do. In English time, 8 students encourage their selves to speak with other people, they ask people that they met, and asking the some questions (see in appendix IV).
- 2. The Strengths and Weaknesses of 7^{th} grades students learning strategy in speaking skills of Junior High School of Khairunnas Enterpreneur Tuban.

Based on the observation and interview, when the students use those strategies to improve their speaking skill, they had some strengths and weaknesses. Based on the observation and interview, when the students use those strategies to improve their speaking skill, they had some strengths and weaknesses.

- a. Strengths of Metacognitive Strategies.
 - The students get many new vocabulary than the other students.
 The students exploited music, read some book, watching movie or even English time, to increase their vocabularies. This statement can be proven by the students' interview below:

"Karena hafalanku dalam vocab itu lemah, jadi aku agak susah inget inget vocab, jadi dari baca buku berbahasa inggris, itu aku bisa tau banyak tentang vocab baru". (See in appendix II)

From those statements it can be concluded that students in SMP Khairunnas Tuban have more vocabulary than the other students. The students have some programs to increase their vocabulary. In one day they get new vocabulary from the department language. They have to memorize those vocabularies given by the leader of the language department and use those vocabularies in their daily activity.

2. The student more luent in speaking English. In English time, the student always looking for opportunities to speak. This statement can be proven by the students' interview below:

"Aku merasa lebih bisa berbicara Bahasa inggris dengan lancar sih kak, contoh aku bisa membedakan pronounciationnya Antara british American, bukan hanya pronouciation tapi vocabnya jugak". (See in appendix II)

From the statement it can be concluded that the students in SMP Khairunnas Tuban are more fluent in speaking English compare with the other students. They also have their own program in improving speaking English. Such as daily language activity, they have to speak English in their daily activity.

3. Students know how to pronounce the word. Through the music and watching movie, 3 students could pronounce the words well This statement can be proven by the students' interview below:

"Selama ini aku suka mempraktikan pronouncitaionku lewat English time atau waktu praktek di kelas, dulu aku kalau ngomong Bahasa inggris selalu ngawur ga ngerti pronounce yang bener, sekarang aku selalu mencoba mempraktikan pronounciation, jadi lebih gampang aja gitu. Maksutnya meskipun itu kata baru buat aku, tapi aku bisa lebih mudah menebak how to pronounce it". (See in appendix II).

The students in SMP Khairunnas Tuban pronounce the word they use some dictionary to memorize the words. They repeat and repeat again those words until they memorize. The other way is the students ask to their teacher or friends to correct if the pronunciation are correct or not.

4. The students more confidence in speaking English. Through this strategies that the students used, they could be confidence in speaking English, they practice it in the class and in their boarding house. This statement can be proven by the students' interview below:

"Aku bisa lebih PD ngomong Bahasa Inggris di depan orang, apalagi kalo bahan atau materi yang sudah aku bicarakan dengan guru atau temenku. Pasti aku lebih bisa percaya diri untuk ngomong di depan kelas atau sama siapapun". (See in appendix II)

Based on the statement above it can be concluded that the 2 students in SMP Khairunnas Tuban more confidence in speaking English. The students use English in their daily activity so that they more confidence in speaking English. They do not care if the grammatical structure is correct or not as long as they can speak English well.

- b. Strengths of Socio-Affective Strategies
 - 1. Increase the emphatic of the students when do discussion. This statement can be proven by the students' interview below: "Kalau dalam kerja kelompok itu, lebih enak kerjaannya di bagi ke semua, jadi biar semuanya bekerja, nah kalau udah selesai nanti baru menyampaikan pendapat masing masing siswa". (See in appendix II).

From the statements, it can be conclude that the students can be more active and respect to other students, the student gave other

- students opportunity to learn English through giving others students some jobs. Then the result, they discussed it together.
- 2. Every students have the opportunity to talk. In the group discussion, they exploited it to be opportunities to speak. They felt confidence when they talk with their friends. This statement can be proven by the students' interview below:

"Kalau dalam kerja kelompok itu, lebih enak kerjaannya di bagi ke semua, jadi biar semuanya bekerja, nah kalau udah selesai nanti baru menyampaikan pendapat masing masing siswa". (See in appendix II).

Though group work, the students can be more active using English.

Because, they are more free and confident to speak. They also can correct the other students speaking, even though they usually use mixed language.

3. Students get new experience and mastering material. When the teacher explain new materials, the student excited to learn it. Different with the other students, who not really like English subject. This statement can be proven by the students' interview below:

"Bareng sih kak, karena kalau bareng kan lebih bisa mengoreksi satu sama lain. Terus jadi lebih bisa sharing pendapat, kadang kalo kita nggak tau bisa lebih tau". (See in appendix II) Though group work, the students can be more active using English.

Because, they are more free and confident to speak. They also can correct the other students speaking, and change their opinion, even though they usually use mixed language.

c. The Weaknesses

Based on the observation and interview of students in 7th grade of SMP Kahirunnas Tuban. The researcher found some weaknesses from the students. These are:

1. Difficult to understand and use Grammar

Some students in SMP Khairunas Tuban are facing this weaknesses every day. They sometime did not think about the grammar when they speak. The 10 students here got difficulties in Grammar. When they speak, they did not use grammar, because in their school. This statement can be proven by the several students' interview below:

1st student, "Kalau kelemahannya tentu di grammar, karena belum begitu banyak mendapatkan materi grammar".

2nd student, "aku kan pendiam, jadi kalau sama orang tuh aku jarang bertanya, it means malu. Sama terutama aku susah di grammar kak, kadanf aku suka tanya ke guru apakah grammarku sudah benar apa belum".

3rd student, "Untuk kelemahan aku di grammar kak. Karena banyak banget yang harus di perlajari, jadi kadang grammar aku sepelekan, padahal grammar juga penting banget".

4th student, "Kalo masalah grammar aku seringnya ngawur, kalo kelihatannya kalimantnya enak di dengar pasti betul, hehe. Terus kalo vocab, kalo denger vocab baru, selalu aku inget inget artinya, terus kalo di jelaskan guru suka kurang paham, aku selalu minta temenku untuk ngejelasin lagi. Karena kadang kalo aku baca sendiri masih tetep gabisa paham kak".

5th student, "di grammarnya kak, kadang aku salah nempatin grammarnya. Tapi aku suka evaluasi diri sendiri kak, jadi bisanya aku ngrasa kalau grammarnya salah, aku benerin lagi sambil liat buku, atau nanya ke orang lain".

(See in appendix II).

It can be concluded that students in SMP Khairunnas Tuban are weak in the grammar. When the students speak English they tend to ignore the grammatical structure. The other reason is they do not have learning activity about grammar in the boarding class. They just have grammar learning activity in the formal class which is just two hours in a week.

2. Less Vocabularies

Beside the grammar, the students in SMP Khairunnas Tuban also get difficulties in memorizing vocabularies. This statement can be proven by the students' interview below:

1st student, "karena hafalanku dalam vocab itu lemah, jadi aku agak susah inget inget vocab, jadi dari baca buku berbahasa inggris, itu aku bisa tau banyak tentang vocab baru".

2nd student, "Kalau kekuranganku, susah mengahafal vocab kak, jadi kalo pas ngomong Bahasa inggris tuh aku ngomongnya campuran, kalo ga ngerti Bahasa inggrisnya ya aku pake Bahasa Indoesia".

(See in appendix II).

3. Difficult to understand the material

In SMP Khairunnas Tuban also get difficulties in understanding the material in English. This statement can be proven by the students' interview below:

"Terus, kalau kelemahan ya itu tadi, susah nangkep materi baru, kan semua materi di jelasinnya pake Bahasa inggris kak jadi aku susah untuk memahami, harus di ulang ulang terus biar bisa". (See in appendix II).

4. Cannot confident in Speaking English. This statement can be proven by the students' interview below:

"Kalau di ajakin ngomong Bahasa inggris kurang PD, apalagi kalau di asrama pas English time, aku memilih untuk diam". (See in appendix II)

B. Discussion

Based on the data that have been described, the researcher needed to analyze the data. It deals with the answered of the problem statements. The explanation will be presented below:

1. The students' learning strategies in speaking skill of 7th grade students in SMP Khairunnas Tuban

Based on the data of observation and interview that have done by the researcher, the researcher found the learning strategies used by the students in SMP Khairunnas Tuban.

Based on the descriptions on the research findings. The findings discuss about the learning strategies used by the students in SMP Khairunnas Entrepreneur Tuban to improve their speaking English. In the discussion section, the researcher tried to make description of the research findings with relevant the theory by O'Malley and Chamot.

According to O'Malley and Chamot, "learning strategies are special thoughts or behaviors that individuals use them comprehend, learn, or retain new information" Xiaoxue Yu also have 3 strategies to lean Englsih Speaking, these are Metacognitive strategies, Affective strategies, and Socio

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³⁸ O'Malley, J. M. &Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

Strategies³⁹. The students in SMP Khairunnas Tuban used almost all the learning strategies, to improve their speaking in English.

- b. In Metacognitive strategies, the researcher found that mostly students used the centering the learning, Planning and arranging Language learning and also evaluation the learning to help them increase their learning in speaking.
- 1. The first strategy is centering the learning. This strategy is necessary for the students⁴⁰. This result, has same case with the previous study by Mifta Alfiana⁴¹. Here, the students select the easy topic and described it then made some concepts which include its pronunciation, intonation, and its expression use that will be presented in their conversation or speech.
- 2. The second strategies of metacognitive strategies e stare planning and arranging language learning. Goals and objectives are expressions of students' aims for language learning⁴².In this strategies, the students of SMP Khairunnas Tuban used understanding the language learning strategy and goals and objectives. Here, the students prepare their learning and set their goals before speaking. It also help students to be more prepared

³⁹ Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013).

⁴⁰ Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013).

⁴¹ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 70.

⁴² Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013).

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before speak in front of the people. In the Previous study, after knowing their skills bound, the students tried to do something that helped them to improve their speaking skill. The students did some activities such as consultation with their friends and try to create good atmosphere in order to memorize new vocab⁴³. In this case, Self-management helped students to measure their ability and made them to create some activities which develop their speaking skills.

3. The third strategy is evaluating the learning. This strategy involves gauging either general language progress or progress in any of the four skills including speaking. 44 In this case, the students in SMP Khairunnas Tuban check their speaking before they speak. They asked to their friends or teacher to correct their speaking include the vocabs, the dialogs, or even the sentences that they made. The study from Mifta Alfiana, the students needed to evaluate their speaking skill. They evaluated by having conversation with native speaker to practice their speaking and to know how far their speaking ability 45. This result, has same case, students need other's people, to help them correct their speaking.

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⁴³ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 70.

⁴⁴ Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013).

⁴⁵ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 71.

- c. Based on the Affective strategies the students in SMP Khairunnas

 Tuban used lowering the anxiety strategy and encouraging theirselve
 to increase their speaking. In the previous study the researcher use the
 cognitive strategies, the students used Resourcing Translation,
 Repetition, Grouping, Deduction, Imagery, Keyword method,
 Inferencing and Note taking. There are some strategies applied by the
 students⁴⁶. So it is different with this study.
 - 1. The first strategy is lowering the anxiety. Using progressive relaxation, deep breathing, or meditation. These techniques are all effective anxiety reducers, according to scientific feedback research.⁴⁷ In this research, the strategy is divided into three strategies, these are using progressive relaxation/deep breathing, using music, or even using laughter.
 - a) The students use progressive relaxation/ deep breathing strategy to relax their selves before speaking. It can be proven when they were want to speak in front of class, they take a deep breath first then say "Bismillahirrahmaanirrahiim".
 - b) Using music. The student that use this strategy was actually to detract their stress. Before the speaking, they usually hear

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⁴⁶ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 71.

⁴⁷ Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013).

- several song to maker theirselves calm and put them in a more positive mood for learning.
- c) Using laughter to make the student calm before speaking. Only one student that use this strategy, it proven. It also makes the student relax and forget the stress, and the student could be more enjoy.
- 2. The second strategy is Encouraging theirselves. Preparing the sentences is important before speaking. It also applayed by the students in SMP Khairunnas Tuban. They made a note and memorized it before speaking.
- d. In Social affective strategies the students used cooperation and questioning for clarification. There are some strategies that used by them.
 - The first strategy is cooperation. In here, the main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking ability.
 According to the previous study⁴⁸, this study has the same case, the students try to asking their friend to help them in memorizing sentences or vocabulary in speaking skill.
 - The second strategy is asking questions. According to results of interview and observation, student in SMP Khairunnas Tuban

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⁴⁸ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 73.

active to ask about the pronunciation in speaking whether it is correct or not. Based on the result above, the writer concluded that question for clarification learning strategy is appropriate to help students in clarifying the speaking materials that they do not understand.

Those strategies that used by students in SMP Khairunnas Tuban make them know more about how to speak English well. They can more confident in speaking English and can apply their knowledge in their daily activity, especially when they have to speak during English time.

2. The strengths and weaknesses on students' learning strategies in speaking skill of 7th grade students in SMP Khairunnas Tuban.

The strengths and weaknesses on learning strategies in speaking skill of 7th grade students in SMP Khairunnas Tuban that the researcher found based on the research. In the previous study, the researcher only have four strengths that included in the metacognitive strategies in this studies⁴⁹. Based on the observation and interviews, the researcher concludes that there are several strengths when the students apply the learning strategies in their speaking skill that would be presented as follows:

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⁴⁹ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 74-76.

1. Metacognitive strategies

- a. Metacognition strategies, enhance studets to get many new vocabularies than other students.⁵⁰ The students who used this strategies, can increase their vocabulary. If the students have many vocabularies, it will be easier for them to express their idea. The previous study has the same case⁵¹. Here, the vocabulary is one of the important thing in learning speaking English. The students in SMP Khairunnas Tuban, get many new vocabularies in speaking English because they have their own way to learn English.
- b. Fluent in speaking English. Someone can speak fluently even though they makes error in pronunciation and grammar. Fluency as the quality of being able to speak well and easily. The students in SMP Khairunnas Tuban can speak fluently in English even though they make errors in pronunciation and grammar. In the previous study, the students has their own strategies to increase their vocabularie, they has a pocket note that contains of vocabularies, and memorize it everyday.
- c. Know how to pronounce the word. Hornby defines that pronounciation as the way in which a language is a spoken, way in which a word is

⁵⁰ Hayati Syafri. "Expanding Instructional Model Of Socio Affective Strategy For Speaking Skill In Islamic Institution", Iain Bukit Tinggi, 2016, 373-374.

⁵¹ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 74.

⁵² Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016",

pronounced.⁵³ The students in SMP Khairunnas Tuban apply these learning strategies in order to improve their pronunciation. The students used dictionary to know how to speak and repeat over and over again until they know how to pronounce.

d. Confidence in speaking English. A students with good grammatical and vocabulary master, usually has a big confidence to express idea, suggestion or answer the question.⁵⁴ The students in SMP Khairunnas Tuban more confidence in speaking English in the public. The student has confidence to express idea, suggestion or answer the question in English. They knows what will they say and how to express.

2. Socio-Affective Strategies

a. The emphatic of the students when do discussion. In classroom discussion is not dominated by monitory of talkative participants, they get a chance to speak, and contribution fairly and evenly distributed. Through this strategy, the students can be more active to replay the other students' speaking. In SMP Khairunnas Tuban, when the students work in group, they have to speak in English while discussing. So, every student should replay and perceive the other students.

53 Hornby. *Definition of Speaking skill* .New York: publisher. 1995, p. 77

⁵⁴ Mifta Alfiyanaini. "A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016", (Surakarta, 2017), 29.

⁵⁵ Arthur Hughes. "*Testing for language teacher second edition*". (UK: Cambridge University Pers, 2013), 120.

- b. Every students have the opportunity to speak. Learners are able to speak, because they are interested in the topic and jave something new to say about it.⁵⁶ To get the opportunity to talk, the students in SMP Khairunnas Tuban have to do mare interaction with other students to increase their speaking skill.
- c. Students get new experience and mastering materia that can increase the students' social affective domains.⁵⁷ When the students can speak in English. It will help them to understand more about the material, and can get new experience with others easily.

3. Weaknesses

Beside the strengths, the student in SMP Khairunnas Entrepreneur Tuban also faces some difficulties or weaknesses. Their weaknesses are in the grammar. According to Penny Ur, grammar is sometimes defined as the way word put together to make correct sentences⁵⁸. The students are more focus in their speaking or new vocabulary. When they speak they tend to ignore their grammar, so that their grammar more low than their speaking. On the other in their daily the students did not get the lesson about grammar except in the class. The boarding class is more focus in their speaking.

⁵⁶ Ibid, 125.

⁵⁷ Xiaoxue Yu. "Oral English Learning Strategies. School of Foreign Languages", (Changchun University of Science and Technology, China. 2013). 133.

⁵⁸ Penny Ur. "A Course in Language Teaching: Practice and Theory". (Cambridge Teacher Training and Development. Cambridge University Press. 2009) .77.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is devoted to present the conclusion based on the data that have analyzed in the previous chapter. Then there is a suggestion for teacher, school, government, students, and the next researcher.

A. Conclusion

According to the research finding and discussion of this study above, the researcher conclude this study in this section. The conclusion are representing in the following:

1. English Speaking Learning Strategies used by the students.

Based on the researcher description and analysis in the previous chapter. The researcher concludes that the speaking learning strategies that students in SMP Khairunnas Tuban used to improve their speaking skill apply three main classification of speaking learning strategies, those are Metacognitive strategies, Affective strategies, and social strategies. Based on the discussion above, the students in SMP Khairunnas Entrepreneur Tuban used almost all of the strategies to improve their speaking skill. Even though there are several students that used the same strategies, buy they had different activities in using the strategies.

 a. In metacognitive strategies, the students used 3 strategies. Those strategies are Centering the Learning, Planning and Arranging Language Learning, and Evaluating the Learning. The students use

- those strategies in order to gain more new knowledge and improving their ability in English.
- b. In affective strategies, the students used two strategies. Those are lowering the Anxiety and encouraging their selves. In lowering the anxiety, there are 3 categorizes, Using progressive relaxation and deep breathing, using music and using laughter. The students used those strategies in order to relax their selves before speaking in front of the class.
- c. In Social strategies, there are 3 strategies, those are asking question, cooperating with others, and also empathizing with others. But, in SMP Khairunnas Tuban, only use 2 strategies. Those are asking question, cooperating with others. They don't use empathizing with others. Because, the students had to more practice in speaking English and if they did not understand about the material, they had to ask the teacher or their smarter friends to explain more detail about the material.

2.Strengths and Weaknesses of English Speaking Learning Strategies used by the students.

Based on the result of the research, the researcher also finds some strengths and weaknesses from the students in SMP Khairunnas Tuban. The strengths are the students get many new vocabularies, fluent in speaking English, know how to pronounce the words, confidence in speaking English, the empathic students when do the discussion, every students have

opportunity to speak, and also students get new experience and mastering the materials. Not only had the strengths, the researcher also found some weaknesses from the students in SMP Khairunnas Tuban. That is the weaknesses are in their grammar. The students tend to ignore the grammar when they speak and there is no learning activity about grammar in their boarding.

B. Suggestion

Based on the conclusion above, the researcher has suggestion as following:

a. For the students

The result of this study can help the students to choose the appropriate of the learning strategy so they can understand the lesson easier and enjoy the lesson. The students have to do more practice English exercise in order to improve their English achievers. And also for the students who taking multiple curriculum, they can divide their time well, and to improve their strategy in their learning process.

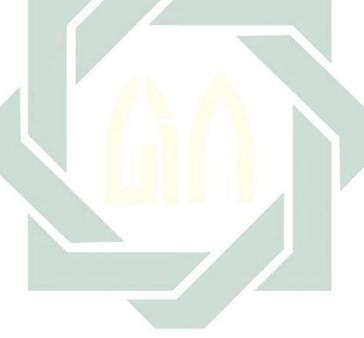
b. For the teachers

From this study, the teacher will know the ability of the students, then can develop the students skill in the class. And by knowing the learning strategies used by the students, the teachers can use the appropriate approaches, materials and methods to be applied in teaching learning process. The teachers should give more motivation to the students in order

that the students can be motivated in use their learning strategies to improve their ability by using some method in teaching learning process. And it may help to improve the teaching strategy in the teaching and learning process.

c. For the other researcher

This study will help them to improve their study and also for their reference in their research, and gives academic information for future research, especially in strategy of speaking learning of the students.



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