

**ENGLISH SPEAKING LEARNING STRATEGIES
BY “HAFIZ” STUDENTS
AT SMP KHAIRUNNAS ENTREPRENEUR TUBAN**

THESIS

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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 Berbicara 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 belajar berbahasa Inggris siswa beserta kelebihan dan kelemahan dari strategi yang di gunakan. Subjek dari penelitian ini 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 Grammar 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.

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 extracurricular, entrepreneur 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

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, enhance 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 succssesful and unsuccesssful students. The author observed how the way succssesful and unsuccesssful students everyday. Different with this study, the author did the research in the school that has multicurriculum program, then this study also to

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

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.

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 strenghts 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.²⁵ 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.

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)

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 is 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 chosen to be the method. Here Muhartoyo, describes that characteristics of the qualitative method are subjective, naturalistic, uncontrolled, 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”*. Cambridge University Press. 1992, 3.

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

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