STUDENT'S LANGUAGE LEARNING STRATEGIES IN SPEAKING

STRATEGI BELAJAR SISWA DALAM BERBICARA

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Abstract

This study was aimed to describe language learning strategies used by a third semester student of English Education Study Program whose competence at English speaking. This research was a qualitative research. The subject of this study was a successful language learner in the third semester. This research was a case study which used interview and document as the instruments of data collecting. In the interview, the researcher asked the participant to answer questions that focused on the metacognitive strategies used by him. The document was provided in order to support the primary data. Based on the result, the third semester student whose competence at English speaking skill used the four representative strategies by O'Malley and Chamot (1990) in his learning process. The first representative strategy used by the student was selective attention. The second was planning. The third was asking for people's perspective towards self performance, reviewing how the task was going and detecting any error happened on the track. The fourth was evaluation which included keep applying the same activity as the strategy after knowing that the strategy worked and changing the way he performed depending on the other speaker.

Keywords: Language Learning Strategies, Speaking

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran bahasa yang digunakan oleh mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris yang kompeten dalam berbahasa Inggris. Penelitian ini adalah penelitian kualitatif. Subyek penelitian ini adalah pembelajar bahasa yang sukses di semester ketiga. Penelitian ini merupakan studi kasus yang menggunakan wawancara dan dokumen sebagai instrumen pengumpulan data. Dalam wawancara, peneliti meminta peserta untuk menjawab pertanyaan yang berfokus pada strategi metakognitif yang digunakan olehnya. Dokumen ini disediakan untuk mendukung data primer. Berdasarkan hasil, mahasiswa semester ketiga yang kompeten dalam keterampilan berbahasa Inggris menggunakan empat strategi perwakilan yang diusulkan oleh O'Malley dan Chamot (1990) dalam proses pembelajarannya. Strategi perwakilan pertama yang digunakan oleh

siswa adalah perhatian selektif. Kedua adalah perencanaan. Ketiga adalah meminta perspektif orang lain terhadap kinerja diri, meninjau bagaimana tugas berjalan dan mendeteksi kesalahan apa pun yang terjadi. Langkah keempat adalah evaluasi tetap termasuk menerapkan kegiatan yang sama dengan strategi setelah mengetahui bahwa strategi berhasil dan mengubah caranya melakukan berdasarkan masukan pembicara lain.

Kata kunci: Strategi Pembelajaran Bahasa, Berbicara

BACKGROUND OF STUDY

In English Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura, English becomes the main medium of communication in the process of teaching and learning. Speaking, listening, reading and writing are the four skills that have to be mastered by students. According to Bailey and Savege (Fauziati, 2010: 15), "Speaking in a second or foreign language has often been viewed as the most demanding of the four skills". Functioning not only as the product of learning a language but also the tool of interaction between students and lecturer in the classroom has made speaking skill demanding among listening, writing and reading skill.

Speaking or using English to transfer and receive the knowledge of course involve the other skill, for example listening skill because a speech can only be produced well if the listening skill is successfully done. According to Harmer (Liao, 2009: 12) "One skill cannot be performed without another, it is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading". Besides, to become successful in oral communication, the learners are supposed to have all the characteristics of successful language learner in speaking, one of these characteristics is to be able to use grammatical word classes (noun, verb, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms (Brown, 2001; 271). Therefore, mastering speaking skill might be found difficult even by those students who were in their second year study, third semester students of English Education Study Program, academic year 2016/2017.

The researcher gained some information from several third semester students of English Education Study Program academic year 2016/ 2017 as the preliminary. It was found that many of them claimed they did not get used to communicate in English all the time. It was still hard for them to produce speech in a short time while they had to translate the words first and pronounce them correctly. As a result, they tend to use their mother-tongues or Indonesian language in every occasion. Whenever they had some discussion in the classroom, for example, in the subject like Cross Culture Understanding which demanded them to have some discussion using English, most of them tended to use Indonesian Language instead. In addition, using English in a daily conversation frequently, in fact, can stimulate learners to be able to speak English fluently, but, in the same case, many of them preferred to use Indonesian or a local language in a classroom or another occasion.

The passiveness of students in using English in order to improve their speaking skill, however, did not occur to a particular student who became the participant in this research. This particular student was seen to be an active and a good language learner by not only most of his peers but also several lecturers because as he came to the second year of study, his English speaking was really fluently among the others. Therefore, this research was aimed to describe language learning strategies used by a competent student in English speaking who was still in the third semester of study.

To find out the reason, this study used classification reference provided by O'Malley and Chamot (1990: 44). The classification is divided learning strategies into three types; they are metacognitive strategies, cognitive strategies and social strategies. Metacognitive strategies involve planning and thinking about learning, such as planning about the purpose of learning. Cognitive strategies involve conscious way of tackling learning, such as note-taking, resourcing (use of dictionaries and other resources). Social strategies are learning by interacting with others, such as working with fellow students or asking the teacher's help.

Since this study focus is on speaking skill, from those types of strategies, metacognitive strategies were chosen to be the focus of this research because they demand learners to produce the concrete actions. This eases learners to learn a certain skill in an effective way. Moreover, Nisbet and Hucksmith (O'Malley and Chamot, 1990: 44) defined that metacognitive strategies are applicable to a variety of learning tasks. In other words, using this strategy means trigger learners to have more integrated skill while they improve their speaking skill in English.

Metacognitive strategies have four representative strategies to be applied. They are selective attention, planning, monitoring and evaluation. Each representative strategy has its own indicators which measure the successfulness of learning. The first representative strategy is selective attention. In this strategy, the learners are supposed to focus on their special aspects of learning tasks, as in planning to listen for keywords or phrases. It eases learners to find the information that is important to complete their tasks. One of the examples of technique in this strategy is underlining the words they do not know in a text so they can look them up or ask the teacher about them later. This strategy is mostly used for enhancing the reading skill of learner. However, applying this strategy in order to improve learner's speaking skill will be a good decision because as soon as the learners find the new words in a text, they will enrich their vocabularies and use them in oral communication. Therefore, this strategy triggered the learners to have a better content of speech. The second representative strategy is planning. Planning is a prepared activity to achieve a goal. According to O'Malley and Chamot (1990), "Planning is the key of metacognitive strategy for second language acquisition, involved in directing the course of language reception and production". In this strategy, learners make plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by-step. This preparation will help learners complete more intricate tasks than would otherwise be possible. In this strategy, the learners will organize such activities that can achieve their target or goal related to speaking skills. Third representative is monitoring. Monitoring is aimed to make the student aware of how well a task is progressed. Monitoring

needs an ability to analyze the demands of the task and to respond appropriately, that is, to recognize and manage the learning situation. It is argued that monitoring is a response to ambiguity in comprehending language where an individual selects a best guess of the message's meaning based on available information. They then claimed that monitoring is involved in control processes and in opportunistic planning, because a learner will analyze task demands to determine the task difficulty and the appropriateness of using top-down or bottom up processing. Learner might use this strategy after they have planned their activities, then they will try to control the activities by making sure that the activities has brought a good improvement in their speaking. For example, learners review the knowledge or plans that have been done and taking notes for the improvements in self. Last strategy is evaluation. Evaluation is used to judge themselves how well the learners learned material or performed on a task. This strategy helps learners to identify their strengths and weaknesses so they can do better the next time. This strategy takes part on checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place form. In evaluation strategy, learners have to evaluate their performance, find the obstacles while learning speaking and apply some solutions in order to produce the better next performance in speaking. The indicators of this strategy are applying the same activity as the strategy after knowing that the strategy works then making and applying different activity as the strategy after knowing that the strategy does not work.

METHOD OF RESEARCH

To conduct a research, an appropriate research method is required. As Merriam (2009: 265) stated, "A qualitative research proposal, whether it's a full chapter of a prospective dissertation or an abbreviated methods section of a proposal, must explain the design of the study, how a sample will be selected, how data are to be collected and analyzed, and how trustworthiness will be ensured". Finding the unusual phenomenon in a particular group made this study having a unique problem which put it into a case study. According to Yin (Merriam, 2009: 40), "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident". In addition, according to Creswell (2012: 465), "A case study is an important type of ethnography, although it differs from ethnography in several important ways." As a conclusion, a case study is a study which has to focus on a particular investigation of the specific unit. This kind of research design is believed to be the appropriate design for this study related to the problem stated on the background.

Subject of Research

Participant is one of the important elements of conducting a research. This research investigated one particular student who just entered his third semester of English Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura in academic year 2016/2017. The reason of choosing this

student was because he was capable to produce a good speaking while others not, including mastering the several micro skills proposed by Brown (2001) as an addition. He has showed that he was able to: (1) Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours; (2) Produce fluent speech at different rates of delivery; (3) Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences; (4) Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.

Data Collection

The data instruments used in this research were an interview and documents. Interview was used to get the dept information about student's language learning strategies. According to Given (2008), interviewing is conversational practice where knowledge is produce through the interaction between an interviewer and interviewee or a group of interviewees. The interview was done by using semi-structured interview, which there was a set of predetermined questions to briefly guide the conversation. One of the reasons of choosing semi-structured interview in this research was the questions could be prepared ahead of time and made interview session was run smoothly. The questions, certainly, were flowing naturally based on the answer of the participant so that the rigidity during interview was avoided and the data became more realistic.

During the interview, the student was giving lots of information needed. He clearly explained his strategies and real experiences he has been through. The communication was running well and making the data collected well either. The questions were asked naturally based on the points stated. Those questions, moreover, produced the additional information from the student because he was demanded to explain his experiences. Therefore, the research was being supported by the explanation data which described in details.

The second instrument was documents. Document was used to get the supporting and realistic data of the result in the interview. According to Merriam (2009: 139), "Documents are, in fact, a ready - made source of data easily accessible to the imaginative and resourceful investigator." The documents gave some proof to the information in the interview. The examples of documents in this study were a list of vocabularies that he noted, the previous GPA scores, the screenshot of the word contained in game he usually played, and the screenshot of the slang conversation in the movie. By using interview and documents as the instruments of this study, the researcher believed that the result brought a positive outcome.

Data Analysis

The data analyses were done in several steps or procedures. As to persuade the participant to be interviewed by the researcher, the writer tried to be closed with the participant by frequently having some small talks in online conversations a month before the interview. This approach helped the researcher to gain the participant's trust in giving the realistic information about his personal information. Before starting the interview, the researcher drew up a personal checklist. It was sort of notes that identified practical preparations such as

scheduling the right time and location for doing interview, and prepared a set of predetermined questions as stated in the data collecting. The time and location also had been discussed with the participant before the interview day.

To be able to analyze the data, the researcher firstly transcribed the voice recording of the interview. After the transcription was done, the researcher analyzed the student's answers in order to categorize them into the appropriate strategies theory. Then, the best quotations were chosen and put in the finding session. For several chosen quotations or data findings were displayed with the supported documents. This helped readers to understand the research finding and trigger to apply the strategies.

FINDING AND DISCUSSION
Research Finding

In this section, a research question was answered by using an interview and document as the instruments. The research question "What are the learning strategies used by a third semester student of English Education Study Program of Teacher Training and Education Faculty, Universitas Tanjungpura in academic year 2016/2017 that makes him really competent at speaking English?" was asked intensively using semi-structured interview. The interview was focused on the Metacognitive Strategies used by participant in his Language Learning Strategies in Speaking. The researcher took the Metacognitive Strategies' classification proposed by O'Malley and Chamot (1990) as the guidance to gain the data.

The finding showed that there were four main points contained in Metacognitive Strategies which were analyzed and described one by one according to participant's answers. Based on the research finding, selective attention, planning, monitoring, and evaluation as the four representative strategies of metacognitive were all used by the student.

There is always more than one strategy that many researchers have proposed in regard to language learning strategies. The strategies proposed, however, are not for specific kind of skill of mastering a language. The strategies mostly can be integrated to another skill. The classification of language learning strategy by O'Malley and Chamot (1990) was believed to be an appropriate guidance of gaining the data in this research. In addition, metacognitive strategies were chosen to be the focus because it contained of the concrete actions that others who have less motivation in learning English could easily apply the same strategies. Based on the interview, there are four representative strategies in metacognitive strategies which actually used by the student. The first is selective attention, the second is planning, the third is monitoring, and the fourth is evaluation.

Based on the result of the interview, the student was aware to use certain strategies in improving his speaking skill including selective attention as the first representative strategy. He put his focus on the special aspect of learning task such as focus on the keywords or phrases in a conversation or text in order to enrich the vocabularies in speaking. As to improve his speaking skill, he took notes in every time he found or heard the unfamiliar words which mostly come from games, movies or dramas and books which are all in English.

Reading academic book was one of the activities he usually did to gain more new academic vocabularies. This activity belonged to the implementation of the selective attention strategy. One of the academic books he currently read was Approaches and Methods in Language Teaching which was used for TEFL subject in his class. In this book, he revealed that he gained lots of new academic vocabularies about teaching for example lexical attainment, posteriori approach, noncommittal and idiosyncrasy.

With Role Playing Game named Suikoden, he also got variety of English vocabularies which helped him improving his speaking skills. In this game, the student had to play role as the son of a Great General of the Scarlet Moon who was being left by his father alone under the guardianship of several family friends. There were many missions that he had to complete in order to continue the game to the next stage and become the real warrior. While doing the mission, he had to respond every question and run the quest on the screen.

Furthermore, the student took notes as he watched the English movies or dramas. He always watched them using English subtitle so he could pause the movies or dramas and directly noted the words in his gadget before continuing it. The vocabularies contained in movies or dramas were combined from the informal until the formal one. For example in the movies entitled "Brothers and Sisters" which was being watched by him for countless time was frequently using some slang conversations. So he used Urban dictionary which is about slang language to look up for the meanings. The student tended to use Urban dictionary in his gadget to get the meaning of the slang. However, some other words were also translated using Merriam Webster dictionary or Oxford dictionary.

The student then had his own way to note the words especially for the words he found in academic books. As he found the meanings, he did not only type the meaning of the words, but he also searched for the other part of speeches which the words belong and looked up the meanings of them, for example, he paid his attention to the word "hypothesis" and put the meaning of it using one of those dictionaries. Then after he put the meaning, he looked up the adverb, verb and the adjective of hypothesis below the word "hypothesis".

As to memorize those unfamiliar words, the student revealed that he checked the glossary whenever he had a spare time. The more he read, the more he got many vocabularies. He revealed that if he did something frequently, he memorized the words easily.

In conclusion, the student used the selective attention in his language learning process. In this strategy, there are "Taking note for the unfamiliar words, Looking for the meaning of the unfamiliar words, and Memorizing the meaning of unfamiliar words" as the indicators which he used. He implemented the strategies mostly by reading academic books, watching movies and playing games.

Similar to the first strategy, the second strategy, planning, was also used by the student. In this strategy, successful language learners usually set their plans in order to complete certain goals like for a long term or short term goal. The result indicated that the student had two goals that have been achieved by setting some plans.

He said that being able to master the Australian accent was one of his goals since several years ago. He had organized some activities to do in the process of mastering Australian accent and speak fluently with that kind of accent. The activity that he always applied was watching some Australian movies at least three times a week. While watching on the movies, he tried to imitate the accent used by the characters on the movies. He kept practicing on how to pronounce and control the intonation used by Australian. He even loved to re-watch the movies in order to getting used of the accent. Moreover, as to achieve his goal for speaking fluently in Australian accent, he decided to go to Australia for getting the real atmosphere so he could just directly speak to the natives. He believed that by getting into the real environment of where he expected to be was the more effective step after watching the virtual environment on movies which belonged to his first step in this goal.

The second goal that he had accomplished frequently was belonged to a short time target. The goal was categorized as a short time target because the plan and impact could be done and felt without waiting for a long time. In this case, he desired on getting an excellent score in speaking subject for last several months.

To achieve the target, he created his own strategies in completing the task called X-XX-XXX calculation system. He set X as duration for gathering the data from different resources in regard to the topic he was presenting. The next XX is duration for triangulation process where he had to compile the data to be coherence. Meanwhile, the XXX is duration for editing, finalizing and practicing process. So in the second and last process, he set two times and three times longer than the first step.

Monitoring was implemented also in the student's language learning process to improve his speaking skill. The result indicated that he took a response to the ambiguous message from the audiences after he had done his presentation. This finding was equivalent to the definition of monitoring based on O'Malley and Chamot (1990) who stated that monitoring is a response to ambiguity in comprehending language where an individual selects a best guess of the message's meaning based on available information. He sometimes found out the ambiguous messages that came from the audiences in the class who rarely gave any response towards his presentation had to be monitored. Therefore, he asked for the perspectives of the audiences. So they revealed that mostly they did not understand of what the student was presenting. The audiences claimed that the language used by the student was too high so they felt difficult to understand the language. This kind of action was the implementation of the first indicator in metacognitive strategies classification by O'Malley and Chamot (1990).

Furthermore, to review how the task was going as in the second indicator, he asked one of his peers to make a video recording of him in doing a presentation in the class. After taking a video, he then paid attention to the appropriateness language which he used at the time being to detect if there was any inappropriate action on the process of language learning. Apparently, when he reviewed his speaking task performance by watching the video recording, he argued that he did not do any error during his performance which means all of the steps or plans he

had done to prepare the presentation were all going on the track and being controlled.

The next main focus of the interview moves to the fourth representative strategy named evaluation. The finding showed that the student did evaluation in his language learning. He did evaluation at least once a month. He stated that he usually evaluated himself whenever the audiences did not understand of what he was presenting. The problems which usually found by him were about his presentation in the class. He usually found out the audiences claiming that he tended to use a high level choice of words while doing a presentation and had to choose the easier words to explain things. He changed the way he selected the words which were put on the presentation to be easier for the certain audiences. This was suitable with the indicators provided where the student kept applying the same step in achieving the target for example kept using the X-XX-XXX calculation system which he thought that it was successful because in fact the lecturer understood, and applying a different technique in selecting the choice of words depended on the audiences.

Discussion

Based on the findings, a language learner who was categorized as the successful language learner was not achieving the goal of learning instantly. There were certain steps had to be obtained in the process of learning language especially in speaking skill. The steps contained of various organized activities which depended on the learner's comfort. Researcher called this kind of organized activities as metacognitive strategies, where all of organized activities were done in order to obtain the goal of learning. This finding supported the finding of a research conducted by Darwanto (2014). According to his research, it was found that all of his three participants were categorized as the successful language learners were using the representative of metacognitive strategies with various indicators. This showed that the most urgent strategy that a language learner needs to have especially for improving speaking skill was metacognitive strategies because it pursued the real or concrete actions. In addition, metacognitive strategies classification by O'Malley and Chamot (1990) was the appropriate guidance to be used for gathering the data on many researches because they were well classified and easy to be understood.

The finding showed that using the four representative strategies called selective attention, planning, monitoring, and evaluation gives much positive contribution on helping learners to master a language without ennui. It could happen because the indicators of each representative strategy are various depending on the self comfort. This research, hopefully, will encourage those learners who are unfamiliar with the use of strategies in mastering speaking skill to use similar strategies which used by the student who becomes the participant in this research as long as they feel comfort to use it.

Learners must have a freedom to create their learning atmosphere based on their own way. "A good education system gives students the freedom to recognize their capabilities and individual potentials." (Markovic, M. & Markovic, D, 2012). The student being researched for example, he had his own organized activities

which categorized as metacognitive strategies. In the selective attention, he made use of game, book, and movie or drama as his learning media to improve his English speaking skill. He brought his hobbies into something useful to be learnt. It means that every learner can learn English anywhere especially for implementing selective attention strategy in their learning process. Selective attention which becomes a strategy where learners had to select and focus on specific things to understand meanings has demanded a language learner to increase his sensitivity because they are demanded to always note everything that had to be remembered. Therefore, a language learner who used this strategy would train his or her personality to have a good adroitness just like the student participated on this research.

Language learners need to have a goal of learning. Having a goal of learning motivates them to set some plans for achieving the goal. The planning strategy also allows learners to freely schedule their learning activities related to the goal they want to obtain. Based on the finding, the student has made two main goals which divided to short and long terms goals accomplished. The student even created the creative way of learning to obtain his short term goal through calculation system called X-XX-XXX which he made by himself. Then, he was also consistently doing the regular activities like watching Australian movies and so on as he has planned on his long term goal. This shows that target or goal even has a function to push learners working on everything hardly. In addition, this strategy is a great way to improve speaking skill or any other skills as it builds a discipline and consistency in self because this strategy is done regularly. Therefore, having a goal becomes one of the significant elements in learning process.

Using selective attention and planning as the strategies might not be enough for successful learner like the student being researched in this study. Based on the finding, the student admitted that he needs to monitor himself by the help of the other. O'Malley and Chamot (1990) defined monitoring as a response to ambiguity in comprehending language where an individual selects a best guess of the message's meaning based on available information. The implementation of his strategy is considered as a simple and unique way because he can simply ask how his performance is to the audiences who are frequently his classmates. It means that it is easier to monitor self if learners are surrounded by people who often see their performances and have knowledge about English too. He also initiatively asked the audience to record a video of him doing presentation which later will be a good reflection when monitoring. In this way, learner can easily detect any error during the performances and review back the strategies he has been through. In addition, by using this strategy learners can automatically increase their awareness in learning process by the use of monitoring strategy because in this strategy, learners will be demanded to be aware of people's perspective towards their performances. Therefore, monitoring helps learners so much in the process of learning.

The last important point is that in fact, every learner needs to evaluate themselves. Theunissen and Stubbe (2014) stated that self evaluation will help learners getting insight in their own developments, managing and monitoring their

learning processes. Moreover, it was found that the student had to do evaluation toward the choice of word as he delivered the material to the audiences. It cleared that before doing a public speaking, considering about the choice of words is really important to build an effective communication towards the audiences. The learner had to acknowledge what appropriate words to be used to communicate with the certain audiences. In this strategy, learner basically doing the same thing or having the similar indicators, those are applying the same activity as the strategy after knowing that the strategy works, and making and applying different activity as the strategy after knowing that the strategy does not work because evaluation defined as trying to be better than before. Therefore, evaluation is the best way to improve learners' performances in many skills because it is applicable to all of the skill of English.

In conclusion, a successful language learner mostly applies at least four basics of metacognitive strategy in their learning process. This finding is supported by the previous research conducted by Darwanto (2014) entitled Strategies for Developing Speaking Skill used by three successful language learners of English Education Department in Universitas Muhammadiyah which also found the same result where those successful language learners were using the metacognitive strategies proposed by O'Malley and Chamot (1990). Moreover, this research also indicated that each representative strategy in the metacognitive strategies has its own additional benefit besides improving learner's speaking skill.

CONCLUSION AND SUGGESTION
Conclusion

Based on the result, it was concluded that: (1) This study has proved that a third semester student of English Study Program, Teacher Training and Education Faculty, Universitas Tanjungpura in academic year 2016/2017 who has a competence in English speaking skill is aware to use some strategies in his language learning; (2) The strategies used by the student are all provided in metacognitive strategies proposed by O'Malley and Chamot (1990). The first representative strategy used by the student is selective attention which includes taking notes for the unfamiliar words, looking for the meaning of the unfamiliar words, and memorizing the meaning of unfamiliar words. The second is planning which includes organizing some activities in order to achieve the target. The third are asking for people's perspective towards self performance, reviewing how the task was going and detecting any error happened on the track. The fourth is evaluation which includes keep applying the same activity as the strategy after knowing that the strategy works and changing the way he performs depending to the other speaker.

Suggestion

This study was conducted to find out the strategies used by a third semester student whose competence in speaking English fluently. In this study, there are several things the researcher wants to suggest. The suggestions are mentioned as follow: (1) All students of English Study Program, Teacher Training and

Education Faculty, Universitas Tanjungpura should be aware to use the metacognitive strategies in their language learning in order to master English language especially in speaking skill and to avoid the wide gap in the class; (2) For all of English teachers are hoped to introduce more theories of language learning in speaking and encourage the students to have their own strategies.

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