



## The Analysis of Students Learning Strategies on Speaking at Tenth Grade of SMAS 1 Al Washliyah Medan

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### ABSTRACT

The objectives of the research are to know the students' strategies in speaking English, how the strategies realized by students and why the learning strategies in speaking realized by the students. In conducting this research, the research uses descriptive qualitative research. In collecting the data, the researcher uses observation interview and, documentation. The result of this research shows that: (1) the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socioaffective strategies in mastering their speaking skill. (2) The way of learning strategies realized by the students based on relevant theories from O'Malley and Chamot (1990) about learning strategies the students realized in cognitive strategies, there are deduction strategies, imagery strategies, note taking strategies and repetition strategies. (3) The reason of learning strategies realized by the students based on the students' interview answers related to the theory of O'Malley and Chamot (1990) in the Metacognitive strategy namely self-monitoring and Cognitive strategy namely imagery.

### Keywords

*Learning Strategies, Speaking Skill*



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## INTRODUCTION

Speaking skills are essential to use in many situations and places in the era of globalization. For example in school education, applying for a job, or when someone goes to another country because English is an international language. That is why Speaking skill is the most essential thing to have. Speaking is one of the skills that must be mastered by students to learn English, as Nunan (2001: 225) states that functioning in another language is generally characterized by the ability to speak that language. Speaking is an important skill because speaking can measure the success of learning a language.

Learning strategy is a method used in guiding students to be able to master what material they will learn. Wenstein and Mayer (1986) as well emphasizes that learning strategy "learning strategy as the behavior and thoughts used by students in learning to influence the process of learning." That is, learning strategies can also be seen from the way and critical thinking used by students to

assist them in influencing the student learning process. Learning strategies can also help students to achieve goals in learning activities, the main purpose of using learning strategies is to teach students to be able to learn on their own will and abilities and be able to help students achieve certain learning goals. In terms of strategy, strategy is a way that is used by someone to help solve problems in their life. It implies that learning strategy, is a way for students to be able to master the material in understanding the learning process. (Wael et al., 2018)

Based on observations has been done by researcher in class Tenth Grade of SMAS 1 Al Washliyah Medan, researcher found several problems some students in speaking skills. Common problems that often occur due to shyness, lack of vocabulary, lack of practice speaking, lack of grammar, and fear of pronunciation errors, so students prefer silence and lack confidence in speaking. In receiving lessons, students face several obstacles and difficulties. Each student's ability to receive and grasp material is different. They have their own way of understanding lessons. Therefore the students need to improve their speaking English with some strategiest when they speak English because the strategy takes an important role in learning.

Based on the background above, the researcher would like to conduct a research on The Analysis of Students' Learning Strategies on Speaking at Tenth Grade of SMAS 1 Al Washliyah Medan in The Academic Year of 2022/2023.

## **RESEARCH METHOD**

The design of this research was qualitative. According to Sugiyono (2016), qualitative research is a research method that is based on the condition of natural object. In this research, researcher used interviews and documents. It is hoped that it will be more efficient so that it does not interfere with the learning process between students and teachers. The researcher conducted research on a case about what the students' English learning strategies were in speaking skills. By using descriptive qualitative research, the researcher can collect the data obtained, then analyze it, so the researcher gets in depth knowledge about students' English learning strategies in speaking skills.

There were three flow activities which used by researcher in this research. The components of this analysis are data reduction, data presentation, and drawing conclusions.

## **RESULT AND DISCUSSION**

The researcher's interview was conducted by the researcher to the students to get more information about their strategies used in speaking English. The finding was gained from the field which is compared with the learning strategies

theory, while the discussion was the process of making a decision or a conclusion about the topic of this research.

### **Learning Strategies Used by the Students**

Researchers discuss about strategy used by students of the tenth grade class of SMAS 1 Al Washliyah Medan to improve their speaking skills.

#### **Metacognitive strategies**

The researcher made a description of the research discovery with relevant theories O'Malley and Chamot from (1990) about learning strategies. Students of the Tenth Grade Class of SMAS 1 Al Washliyah Medan used almost all learning strategies to improve their speaking in English. In the metacognitive strategy, students used advance preparation, self-management, self-monitoring and self-evaluation.

The first strategy was advance preparation. In learning to speak, students who are required to convey congratulating gratitude in front so that students can prepare material well.

The second strategy was self management. In this case, students tried to do something that helped them to improve their speaking skills. Students did several activities such as consultation with their friends and tried to create a good atmosphere to memorize new vocabulary. Self-management helped students measure their abilities and made them create some activities that develop their speaking skills.

The third strategy was self monitoring. In this case, students must understand that pronunciation, vocabulary, and accuracy of expression are important in mastering speaking skills. Students did several activities that help them measure their accuracy in using pronunciation, vocabulary, and accuracy of expressions by using several activities such as asking lecturers, searching in the dictionary, and consulting with their friends.

The last strategy was self-evaluation. Here, students needed to evaluate their speaking skills. They were evaluated by doing the practice of practicing speaking to find out how far their ability to speak.

#### **Cognitive strategies**

The first strategy was deduction. The researcher concluded that deduction learning strategies were useful to help students learn to speak because by applying rules in learning to speak. The second strategy was imagery. According to the results, the researcher concluded that the imagery learning strategy helped students in combining the concepts of students to learn the speaking material.

The third strategy was keyword. In this case, the main point of the keyword was to remember the new word in the second language by identifying the word that was familiar in the first language that sounds like or resembles a new word.

According to the results, the researcher concluded that the key word learning strategy helped students in adding their vocabulary to support them in mastering speaking skills.

The last strategy was repetition. According to the results of interviews and observations, the researcher concluded that the application of learning repetitions both in improving speaking skills because students learn foreign languages and they must do it to imitate the dialect of foreign languages in mastering them speaking skills.

### **Social affective strategies**

In social affective strategies, the strategy in socio-affective strategy is a question for clarification. According to the results of interviews and observations, students of the Tenth Grade Class of SMAS 1 Al Washliyah Medan were active to ask about pronunciation in speaking whether it was true or not.

### **Learning Strategies Realized by the Students**

Based on the results of the interviews, students realized learning strategies in several ways. Interviews were conducted by researcher with students to get more information about the learning strategies realized by the students in speaking English.

### **Cognitive Strategies**

The researcher concluded that tenth grade class students realized learning strategies based on relevant theories from O'Malley and Chamot (1990) about learning strategies in cognitive.

The first was deduction strategies, which is the students applied rules such as if the students found vocabulary, the students would try to memorize or understand it in English and use it in daily activities or to understand it in English. The second was imagery strategies, which is the students used image from the webtoons to understand or remember new vocabulary. This made it easier the students to remember faster.

The third was note taking strategies, which is the students use note taking to write every student listening to music and watching movies and students find new vocabulary then try to search the meaning and apply it in daily activities. The last was repetition strategies, which is the students do practice speaking English with her friend and students and repeat the pronunciation until they master it.

### **The Reason of Learning Strategies Realized by the Students**

Based on the results of interviews that researcher conducted with tenth grade students of SMAS 1 Al Washliyah Medan, reason of learning strategies realized by the students in speaking English, the result are follow:

### **Metacognitive Strategies**

The researcher concluded that the first reason was the students realized learning strategies because it was easier for the students to remember from picture. The second reason was students realized learning strategies by listen English song because the students could listen the words and how pronounced it correctly. The third reason was students realized learning strategies by practice pronunciation with her friend because the students could pronounce it and it would improve their speaking skills.

Based on the statement above it can be related on relevant theories from O'Malley and Chamot (1990) about learning strategies in metacognitive, there were self-monitoring strategies. Self-monitoring is a strategy students in understanding pronunciation, vocabulary, and the accuracy of expression is important in mastering their speaking skill.

### **Cognitive Strategies**

The researcher concluded that the first reason was the students realized learning strategies because it was easier for the students to remember from picture. The second reason was students realized learning strategies by watch English movie to increase their vocabulary and to be able to speak English fluently. The third reason was students realized learning strategies by watch movie to because it easier to the students to know new vocabulary and remember it.

Based on the statement above it can be related on relevant theories from O'Malley and Chamot (1990) about learning strategies in cognitive, there were imagery strategies. Imagery strategies that used visual images (either mental or actual) to understand or remember new information.

## **CONCLUSIONS**

From the data that the researcher got at tenth grade of SMAS 1 Al Washliyah Medan in academic year 2022/2023 conclusion might be drawn as follows:

1. The learning strategies used by students at tenth grade of SMAS 1 Al Washliyah Medan to improve their English ability in the speaking apply three main classification of learning strategies from O'Malley and Chamot. The three main classifications of learning strategies were metacognitive strategy, cognitive strategy and social affective strategies. The students used those strategies in order to gain more new knowledge and improving their ability in English.
2. The way of learning strategies realized by the students at tenth grade of SMAS 1 Al Washliyah based on relevant theories from O'Malley and Chamot (1990) about learning strategies, the students realized in cognitive

strategies, there were deduction strategies, imagery strategies, note taking strategies, and repetition strategies.

3. The reason of learning strategies realized by the students at tenth grade of SMAS 1 Al Washliyah were learning strategies based on result of interview, the answer of the students relevant from theories O'Malley and Chamot (1990) about learning strategies. In the Metacognitive strategy named self-monitoring and cognitive strategy named imagery.

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