

**STRATEGIES FOR DEVELOPING SPEAKING SKILL USED
BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT:
A CASE STUDY**



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Abstract

This study investigates strategies for developing speaking skill used by students of English Education Department of Muhammadiyah University of Surakarta. The purpose of this study is to describe the strategies in developing speaking skill. Type of the research conducted by the writer is case study. In this research, the object of the research is strategies for developing speaking skills which are used by 3 students of third semester of English Education Department of UMS. The data of this research are elicited by field note and interview. The data include the students' attitude in learning English speaking skill, their behaviors toward English speaking skill, and their habits of using the strategies in learning English especially to master speaking skill. The result of this research shows that the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. In meta-cognitive strategies, the students use seven to eight strategies, namely: advance organizer, selective attention, self management, functional planning, self monitoring, and self evaluation. In cognitive strategies, the students used twelve to fourteen strategies, namely: repetition, resourcing, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, and inferencing. And in socio-affective strategies, the students used two strategies, namely: cooperation and question for clarification.

Keywords: *Speaking skills, Development, Meta-cognitive strategies, Cognitive strategies, Socio-affective strategies*

1. Introduction

According to Bailey and Savege (in Fauziati, 2010: 15), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. The purpose of speaking is for communication. Communication can function not only as tool of interaction with other people but also media to solve all problems faced by them. Speaking naturally is designed to do just that: teach students how to perform certain language functions in English by presenting the social rules for language use (Tillitt, 1985: vii).

Speaking is no doubt the hardest skill to understand. For example, many adult Japanese speakers cannot hear the distinction between /r/ and /l/ sounds in English despite years of school education or immigration to an English speaking country (Takagi, in Alonso, 2011: 2). As a skill, Speaking has many strategies to be developed. According to Harmer (in 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”.

Spoken English is different from written English but it has a good relation in the midst of listening. The ability to listen to English effectively is very significant, because good listening is also an important step to good speaking (Zhang, 2009: 201). In addition, students of English Education Department of Muhammadiyah University of Surakarta have little chance to communicate with native speaker because almost student in this university are Indonesian. They have to practice more in speaking English. Such speaking activities as split information tasks, interview, ranking, making decision, strip story and problem-solving role play require learners not only to repeat language items but also produce the generative use of the language (Meng, 2009: 223).

Learning English speaking is interesting to study. Speaking is the skill that the students will be judged upon most in real-life situation, it is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly (Liao, 2009: 11). In addition, English has increasingly the medium in every domain of communication in globalization era. Teaching and learning English, except for the native language,

is thus crucial for communicative purposes to meet the demands of global economics and to cope with the growing local, national and international demands for English skills (Khamkhien, 2010: 184).

2. Research Method

Type of the research conducted by the writer is case study. A case study is a problem to be studied, which will reveal an in-depth understanding of a “case” or bounded system, which involves understanding an event, activity, process, or one or more individuals (Creswell, 2002: 61).

The object of the research is strategies for developing speaking skills which are used by 3 students of third semester of English Education Department of UMS. The 3 students of third semester, namely: Miss A, Miss D, and Miss S. The data of this research are field note and the answer of interview. The data including the students’ attitude in learning English speaking skill, their behaviors toward English speaking skill, and their habits of using the strategies in learning English especially to master speaking skill. The secondary sources come from their peers, lecturers and their surrounding where the researcher may get additional information.

The writer used instruments of collecting data, namely: observation and interview. First, observation is a method of collecting data using observation to the research object. Object will be observed are the activities of learning strategies and the activities of the subject of the research in the classroom of 3 students of third semester of English Education Department of UMS. Second, interview is one of the techniques to collect data by having conversation between interviewer and respondent with the purpose of getting certain information from respondent. The writer collected the data by interviewing the students. The writer conducted specific questions that concerned with information related to the data needed, the questions find out all about the learning strategies in learning speaking of 3 students of third semester of English Education Department of UMS which deals with speaking. There are 24 questions that consist of three main subcategories of language learning strategy, namely: meta-cognitive strategies, cognitive strategies,

and socio-affective strategies. In addition, the writer is able to get the information which may be unable found through observation.

In analyzing the data, the writer analyzed the result of research and drew the conclusion from the result and also the suggestion for any further research. There are some steps as follows: First, reducing the data, it is the process of making summary from the main points, arranging it and categorizing it based on its classification (Moleong, 2000: 190). The writer selected the data taken from observation and interview. Second, displaying the data, in this step, the writer described and discussed the selected data of the research in the form of systematic classification. Consequently, it is easy to be analyzed and to be understood. Last, drawing conclusion, in this step, the writer made the conclusions and suggestions based on the displayed data.

3. Research Findings and Discussion

Based on the interview and observation done by the writer with the three students (A, D, and S) of the third semester of English Education Department of UMS on January 18, 2014 in campus UMS, the writer collects the data which refers to answer the research problem of this research. It is about learning strategies in speaking which deals with O'Malley et al theory including meta-cognitive strategies, cognitive strategies, and socio-affective strategies.

3.1 Meta-cognitive strategies

First, meta-cognitive strategies refer to a term used in information-processing theory to indicate an "executive" function that is the strategies which involve planning for learning, thinking, about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. In here, the writer discussed the strategies which were used by the students based on the research findings in meta-cognitive strategies.

The first strategy is advance organizers. According to the result from the interview and the observation, the students applied the advance organizers learning strategy in mastering their speaking skill by making a concept before

they present their speech. That concept helped students in order to make them ready in learning speaking, especially to speak fluently.

The second strategy is directed attention. The result of the classroom observation showed that, although the students not always concentrate on the lecturer's explanation but they always focus on the materials which are derived by the lecturer.

The third strategy is selective attention. In learning speaking, the students chose the 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.

The fourth strategy is self management. In this case, 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 studied from the dictionary in order to improve their speaking skill. Self management helped students to measure their ability and made them to create some activities which develop their speaking skills.

The fifth strategy is functional planning. According to the result of interview and observation, the writer concluded that students applied the functional planning learning strategy in mastering their speaking skill through prepared their self with some plans that would they do in the class of speaking.

The sixth strategy is self monitoring. In this case, the students had to understand that pronunciation, grammar, vocabulary, and expression precision are important thing in mastering speaking skill. The students did some activities which helped them to measure their accuracy in using of pronunciation, grammar, vocabulary, and expression precision by using some activities such as asking lecturer, searching in dictionary, and consulting with their friends.

The seventh strategy is delayed production. In this case, the main point of delayed production is correct or incorrect that the students did listening activities before speaking. Before doing a speech, the students prepared their self by listening first in order to help them more ready than before.

The last strategy is self evaluation. In here, the students needed to evaluate their speaking skill. They evaluated by having conversation with their friends to get some suggestion in developing their speaking skills and by listening the lecturer's advance.

3.2 Cognitive Strategies

Second, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. In here, the writer discussed the strategies which were used by the students based on the research findings in cognitive strategies.

The first strategy is repetition. According to the results of interview and observation, the writer concluded that the application of the repetition learning strategy is good in improving speaking skill because the student learned the foreign language and they had to imitate the foreign language dialect in mastering their speaking skills.

The second strategy is resourcing. From the research findings, it can be showed that the students applied the resourcing learning strategy in mastering their speaking skill. It could be proven that the student A, D, and S not only depended on the material from the lecturer but also depended on the other materials, especially from internet and books although the student D did it rarely.

The third strategy is translation. In this case, the students explained about their manner in speaking. According to the results of interview and observation, the writer concluded that that the application of translation learning strategy is not good in improving speaking skill. Speaking skill will develop if the students speak in English directly.

The fourth strategy is grouping. In here, the students explained about their manner to arrange their speaking materials. Student A, D, and S preferred to group their speaking materials in order to make them easier to study.

The fifth strategy is note taking. According to the results, the writer concluded that the students applied the note taking learning strategy in mastering their speaking skill by writing the points or something important about the

materials and making something which helped them to understand the materials such as making a chart of concept that will be developed.

The sixth strategy is deduction. The writer concluded deduction learning strategy is useful to help the students in learning speaking because by applying the rules of grammatical language in learning speaking, the students had the guidance in speaking correctly.

The seventh strategy is recombination. In this case, the students explained about their vocabulary use in making sentences. In this research, the writer concluded that the students applied the recombination learning strategy to solve their problem about limit of vocabulary mastery.

The eighth strategy is imagery. According to the results, the writers concluded that, imagery learning strategy helped the students in combining the students' concept to learn the speaking materials.

The ninth strategy is auditory representation. In here, the students explained their effort in remembering the sound of words that they learned. The students had different manner in adding their vocabulary. Based on the results, the writer concluded that auditory representation helped students in adding vocabulary in mastering speaking skills.

The tenth strategy is key word. In this case, the main point of key word is remembering a new word in the second language by identifying a familiar word in the first language that sounds like or otherwise resembles the new word. According to the results, the writer concluded that key word learning strategy helped students in adding their vocabulary to support them in mastering speaking skill.

The eleventh strategy is contextualization. In here, the students explained about their effort in adding vocabularies. Student A and D preferred to apply their new vocabularies to avoid the forgetfulness, while student S preferred to use the word that she ever used only.

The twelfth strategy is elaboration. In this case, the students explained about the effort in developing speaking skill by connecting their new information to their old concept. From the results, the writer concluded that the elaboration

learning strategy helped students to develop their speaking skill by connecting the information with the concept.

The thirteenth strategy is transfer. In here, the three students agreed not to transfer the knowledge in the first language with the second language because the rules of grammatical and the pronunciation were very different.

The last strategy in cognitive strategies is inferencing. In here, the main point was guessing the meanings of words whose meaning did not know. From the results, the writer concluded that the students applied the inferencing learning strategy in mastering their speaking skill by guessing the meaning from the context of the sentences and through summarizing the word that students understand.

3.3 Socio-affective Strategies

In here, the writer discussed the strategies which were used by the students based on the research findings in socio-affective strategies.

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 results, the students really want to practice their speaking with the others, but there was little chance only to speak English each others. Then, they preferred to practice their speaking by social media such as *facebook* and video call.

The last strategy in socio-affective strategies is question for clarification. According to results of interview and observation, student A active to ask about the speaking materials to the lecturer in the classroom, while the student D and S preferred to ask about materials that they did not understand to their friends. 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.

3.4 The Result of the Subject

According to the subject of the research, those are 3 students of third semester of English Education Department of UMS, namely: A, D, and S. Based on the result of observation in the class of speaking and the speaking class'

lecturer opinion, the speaking ability of student A is better than student D and the speaking ability of student D is better than student S. Based on the result of the interview, the strategies used by student A, D, and S were not too different, but if the writer focused on the results of the observation, the result showed that the speaking skills of student A is better than student D and student S.

After analyzing the results of research findings and discussion, the data showed that student A had good skill in speaking because her effort in mastering speaking skill was harder than student D and S' effort. The difference effort in mastering speaking skill between students A, D, and S sold on the self monitoring learning strategy in meta-cognitive strategy; repetition, translation, and auditory representation learning strategy in cognitive strategies; and cooperation learning strategy in socio-affective strategies.

In self monitoring learning strategy, student A measured her accuracy in pronunciation, intonation, and grammar by consulting with her native speaker friends via media social, by exchanging e-book files and record files, while students D and S measured it by using dictionary and listening lecturer's advice only.

In repetition learning strategy, student A chose to imitate British dialect while students D and S preferred to use their own dialect. That is why, the student's A pronunciation and speaking fluency is better than student D and S. In translation learning strategy, students A and D chose to speak English directly, while student S chose to translate in Indonesian first. That is why the student's S speaking skill is not too good. In auditory representation learning strategy, students A and D had good method in remembering vocabularies, while student S had no method in remembering vocabularies.

In cooperation learning strategy, student A more practiced in speaking English than student D and S. Student A often practiced her English with her native speaker friends via media social by using video call and records. It is the reason why student A has good skill in speaking better than student D and S. Based on the results above, the writer concludes that bad or good the speaking skills of someone are depend to the effort of someone.

4. Conclusion

According to the analysis of the research findings and the discussion, the writer concluded that the students applied almost all of the strategies which proposed by O'Malley et al theory including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill, although the students used same learning strategies, but they had different activities in using the strategies.

In meta-cognitive strategies, from eight strategies, there is a strategy that is not appropriate in developing speaking skills. The writer concluded that directed attention strategy is not appropriate in developing speaking skills because the students preferred to do not ignore something which deviates from teaching learning process because they thought that it was an additional knowledge to develop their speaking.

In cognitive strategies, from fourteen strategies, there are two strategies that are not appropriate in developing speaking skill, that are: translation and transfer learning strategy. Translation learning strategy is not good in speaking skill because speaking skill will develop if the students spoke in English directly. And transfer learning strategy is not appropriate in mastering speaking skill because the knowledge in the first language was very different with the knowledge in the second language especially in grammatical and pronunciation.

In socio-affective strategies, there is no strategy which not appropriate in mastering speaking skill 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.

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