COMPARATIVE STUDY ON LEARNING STRATEGIES IN DEVELOPING SPEAKING SKILLS BY ENGLISH DEPARTMENT STUDENTS AND NON-ENGLISH DEPARTMENT STUDENTS OF UMS

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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ABSTRACT

The purpose of the study is to describe differences of learning strategies between English Department students and non-English Department students in developing speaking skills. The subject of the research is students from Muhammadiyah University of Surakarta. The data were taken by using questionnaire and interview and were analyzed based on O’Malley Framework. Firstly, classifying the strategies used by the subject. secondly, comparing the strategies in developing speaking skills used by the subject. The result show that, English Department students and non-English Department students have
similarities and differences in applying learning strategies. English Department students uses fifteen strategies, namely Metacognitive, Cognitive, and Socio affective. In Metacognitive they use Directed attention, Self-Monitoring, and Self-Evaluation. In Cognitive they use Repetition, Resourcing, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer, and Inference. In Socio affective they use Cooperation and Questions for Clarification. Non-English Department students uses sixteen strategies. They are Metacognitive, Cognitive, and Socio affective. In Metacognitive they use Directed attention, Selective attention, Self-Monitoring and Self-Evaluation. In Cognitive they use Resourcing, Grouping, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer and Inferencing. In socio affective they use Cooperation and Questions for Clarification. In conclusion, almost all subjects applied all learning strategy. The dominant strategy used by English Department students are note taking, translation, transfer, and inferencing, and The dominant strategies used by non-English Department students is asking for clarification.

1. INTRODUCTION

English is an international language. Therefore English is said to be the most widely used as an international language (Alwasilah, 1997:118). English has four skills to be mastered; namely listening, reading, writing, and speaking. Speaking is key of communication, which has become a more important skill for students. Learning English is important in many fields, that is why all people need to learn English to communicate with other people in the world. Studying English is not easy for many Indonesian students because English is a second language.

English is learned by English Department students and non English Department students, to support learning and teaching process. It is taught in university and private university, such as Muhammadiyah University of Surakarta.

English Department students and non English Department students in UMS both learn four skills: listening, speaking, writing and reading. However, English Department and non English Department get different credit semester; non English Department students gain four credit semester, they learn English two semester for two subjects while English Department students learn four skills from one semester until fourth semester.
English Department students learn four skills which are divided into some courses. For example, Speaking skill consists of four courses; Speaking I, Speaking II, Speaking III and Speaking IV in four semesters. In English Department, there are four competencies to develop speaking skill. The objective of Speaking I is the student can talk daily conversation based on social rules for language use, The objective of Speaking II is the students can use expression related to the everyday life situations. The objective of Speaking III is students can express argumentation. and the objective of Speaking IV is the students can talk in Academic presentation. Different from English Department students, Non English Department students learn four skills which are integrated, in two semesters.

Other ways for English Department Students to improve speaking English outside of the classroom are joining SEGA and English Contest. SEGA (Saturday English Gathering) is a program that must be followed by English Department students from first until fourth semester. On the other hand in non English Department, Students follow ETP (English Tutorial Program), a program from LPIDB (Language and Culture Center), Which focuses on developing speaking skill.

According to Bailey and Savege (1994: 7), in Fauziati, (2010 : 15), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. Speaking as basic skills is not an easy skill to master. Students need more practice. Students must have their own strategy to learn English, speaking need strategy to develop. Cohen (1998: 18-19) states that there are many strategies that can be used by students to improve speaking, for example before-speaking strategies including lowering anxiety (e.g. Relaxation techniques and positive self-talks), preparing and planning (identifying the goal and purpose of the task, activating background knowledge, predicting what is going to happen and planning possible responses).

O’Malley and Chamot (1990: 89-90) state that: “focusing on selected aspects of new information, analyzing, and monitoring information during the
encoding process, evaluating, the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety.” Thus, the strategies have to be learned in exactly the same way. In conducting research, based on the background of the study, the problem of this research paper is related to comparison between on learning strategies used by English Department students and non-English Department students of UMS to develop speaking skill. The main problems of this research are as follows: 1) What strategies are used by English Department students of UMS to develop speaking skills? 2) What strategies are used by non-English Department students of UMS to develop speaking skills? 3) What are similarities / differences of the learning strategies used by English Department students and non-English Department students of UMS in developing speaking skills?

In relation to the problem statement in this research, the objectives of this research are to describe (1) the strategy applied by English Department students of UMS (2) the strategy applied by non-English Department students of UMS (3) The similarities and differences of the learning strategies used by English Department students and non-English Department of UMS in developing speaking skills.

Afterwards, the researchers formulates the significance of this study that are separated into two, practical and theoretical sig. The theoretical significance are the result of this research can give contributions for educational environment, and the research can be used as reference for other researcher. Related to practical significance, the research will give information and description about the student’s ability in speaking skills and the research will be useful for English Department and non-English Department in developing speaking skill.

2. METHOD

In collecting data about learning strategies used by English Department students of UMS and Non-English Department students of UMS, the researcher used questionnaire. Questionnaire is a tool for collecting
information, usually made up of a list of questions given to respondents. Questionnaire must be appropriate with the object of the research. The researcher used a questionnaire to gain data about language learning strategies based on O'Malley's classification of Language Learning Strategies. To collect data about the similarities and differences in learning strategies used by English department students of UMS and non-English department students of UMS, the researcher used interviews. Kvale (1996:31) states that “the qualitative research interview seeks to describe and the meaning of central themes in the life world of the subject. The main task of interviewing is to understand the meaning of what the interviewees say.

For analyzing data, the researcher used data reduction, data display, and data verification. The researcher used triangulation to check the credibility of data. The subject of this research is four English Department students and four non-English Department Students of UMS who participate in the English Tutor Program. They are from fifth semester English Department students and third semester non-English Department students. The object of this study is learning strategies to develop speaking skills used by fifth semester English Department students and non-English Department students of UMS.

3. FINDINGS AND DISCUSSION

3.1 The Strategies Used by English Department Students

The findings are classified based on O'Malley learning strategies. They are Metacognitive Strategy, Cognitive Strategy, and Socio-Affective Strategy.

3.1.1 Metacognitive Strategies

Metacognitive strategies is a term to express executive function. These strategies require planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. The metacognitive strategies used by English Departments students are 1) Directed attention (ED 3, ED 4), 2)
Selective Attention (ED 2, ED 3, ED 4), 3) Self – Evaluation (ED 1, ED 2, ED 3).

3.1.2 Cognitive Strategies

Cognitive strategies is a descriptive view of language comprehension which indicated that comprehension of both oral and written texts is active. The cognitive strategies used by English Department students are 1) Repetition (ED 1, ED 2) 2) Resourcing (ED 2, ED 3, ED 4) 3) Note taking (ED 1, ED 2, ED 3, ED 4) 4) Deduction (ED 1, ED 2) 5) Recombination (ED 2) 6) Translation (ED 1, ED 2, ED 3, ED 4) 7) Keyword (ED 1, ED 2, ED 3) 8) Contextualization (ED 4) 9) transfer (ED 1, ED 2, ED 3, ED 4) 10. Inferencing (ED 1, ED 2, ED 3, ED 4).

3.1.3 Socio Affective Strategies

Socio affective strategies it can be stated that they are related with social-mediating activity and transacting with others. The socio affective strategies used by English Department students are 1) Cooperation (ED 1, ED 2) 3) Asking for clarification (ED 3).

3.2 The Strategies Used by Non-English Department Students

The findings are classified based on O’Malley learning strategies’. They are Metacognitive Strategy, Cognitive Strategy and Socio Affective Strategy.

3.2.1 Metacognitive Strategies

Metacognitive strategies is a term to express executive function. These strategies require planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. The metacognitive strategies used by Non-English Department are 1. Directed attention (NED 2, NED 4) 2) Selective attention (NED 3, NED 4) 3) Self – Monitoring (NED 1, NED 4) 4) Self - Evaluation (NED 3).
3.2.2 Cognitive Strategies

Cognitive strategies is a descriptive view of language comprehension which indicated that comprehension of both oral and written texts is active. The metacognitive strategies used by Non-English Department are 1) Resourcing (NED 3, NED 4) 2) Grouping (NED 3, NED 4) 3) Note taking (NED 3, NED 4) 5) Deduction (NED 3) 6) Recombination (NED 3, NED 4) 7) Translation (NED 3, NED 4) 8) Keyword (NED 4) 9) Contextualization (NED 2, NED 4) 10) Transfer (NED 2, NED 4) 11) Inferencing (NED 2, NED 3, NED 4).

3.2.3 Socio Affective Strategies

Socio affective strategies it can be stated that they are related with social-mediating activity and transacting with others. The socio affective strategies used by Non-English Department students are 1) Cooperation (NED 3) 2) Asking for Clarification (NED 1, NED 2, NED 3, NED 4).

3.3 Similarities / Differences of The Learning Strategies Used by English Department Students and Non-English Department Students of UMS in Developing Speaking Skills

Based on interview, research shows the similarities and the differences between English Department and Non-English Department.

3.3.1 Similarities

The similarities between English Department students and non-English Department students there are preparing material before speaking, they can correct other people speech, corrected himself speech, uses some source to develop speaking skill, write main point before speaking, uses rules of grammar, other people know what they say, uses first language as base to learn English, use general words, construct sentence or phrase become meaningful, combine new information with information they know, uses available information to find target information, they get feedback in English conversation,
they ask with native speaker or lecturer when faced difficulties. They both faced difficulties in differentiating words that has almost same pronunciation.

3.3.2 Differences

The differences between English Department students and non-English Department students there are In English Department did not use strategies to corrected other people speech grouping the material, In non-English Department students did not use strategies to imitate in practice like native speaker.

3.4 Discussion

After finishing the research, researcher tried to present the discussion of the research about learning strategies used by English Department students and non-English Department students of UMS.

Based on the questionnaire it was found that English Department students and non-English Departments students have similarities and differences in using the strategies proposed by O’Malley. To develop speaking skill they use metacognitive strategies, cognitive strategies, and socio-affective strategies. Based on analysis, ED 1 applies one metacognitive strategies, seven cognitive strategies, and one socio affective strategies. ED 2 applies two metacognitive strategy, teen cognitive strategy, and one socio affective strategies. ED 3 applies three metacognitive, six cognitive strategies and one socio strategies. ED 4 applies two metacognitive, seven cognitive strategies. NED 1 applies two metacognitive strategies and one socio affective strategies. NED 2 applies one metacognitive strategies, two cognitive strategies, and one socio strategies. NED 3 applies two metacognitive strategies, seven cognitive strategies and one socio strategies. NED 4 applies three metacognitive strategies, nine cognitive strategies, and one two socio strategies.

Based on the explanation in finding and discussion, the researcher sum up that the strategies used in this research are compatible and appropriate with the theoretical perspective proposed by O’Malley.
The theory proposed contains eighteen strategies, they are directed attention, selective attention, self–monitoring, self–evaluation, repetition, resourcing, grouping, note taking, deduction, recombination, translation, auditory representation, keyword, contextualization, transfer, inferencing, cooperation, asking for clarification. In this research, the subjects use some of the strategies proposed by O’Malley such as directed attention, selective attention, self–monitoring, self–evaluation, repetition, resourcing, grouping, note taking, deduction, recombination, translation, auditory representation, keyword, contextualization, transfer, inferencing, cooperation, asking for clarification.

4. CONCLUSION

The research can write conclusion based on the findings. English Department students and non-English Department students use some of learning strategies in developing speaking skill. The learning strategies are separated into three; metacognitive strategies, cognitive strategies, and socio affective strategies. Metacognitive strategies contains four learning strategy there are directed attention, selective attention, self – monitoring, self – evaluation. Cognitive strategies consist of twelve learning strategies there are repetition, resourcing, grouping, note taking, deduction, recombination, translation, auditory representation, keyword, contextualization, transfer, inferencing. Socio strategies have two learning strategies; Cooperation and asking for clarification.

Each subject of English Department students and non-English Department students use different strategies. There are some differences of each subjects, ED 1 uses nine strategies, which consists one metacognitive strategies, seven cognitive strategies, and one socio affective strategies. The strategies used are self-evaluation, repetition, note taking, deduction, translation, keyword, transfer, inferencing and cooperation. ED 2 uses twelve strategies, which consists one metacognitive strategy, teen cognitive strategy, and one socio affective strategies. The strategies used are Selective attention,
repetition, resourcing, note taking, deduction, recombination, translation, keyword, transfer, inferencing and cooperation. ED 3 uses teen strategies, which consists three metacognitive strategies, six cognitive strategies and one socio strategies. The strategies used are directed attention, selective attention, self-evaluation, resourcing, note taking, translation, keyword, transfer, inferencing, asking for clarification. ED 4 uses nine strategies, which consists two metacognitive, seven cognitive strategies. The strategies used directed attention, selective attention, resourcing, note taking, recombination, translation, contextualization, transfer, and inferencing. NED 1 uses two strategies, which consists one metacognitive and one socio strategies. The strategies used self monitoring and asking for clarification. NED 2 uses four strategies, which consists one metacognitive, two cognitive strategies, and one socio strategies. The strategies used are directed attention, transfer, inferencing, asking for clarification. NED 3 uses teen strategies which consists two metacognitive strategies, seven cognitive strategies and one socio strategies. The strategies used selective attention, self – evaluation, resourcing, grouping, note taking, deduction, recombination, translation, inferencing and asking for clarification. NED 4 uses thirteen strategies, which consists three metacognitive strategies, nine cognitive strategies, and one two socio strategies. The strategies used are directed attention, selective attention, self – monitoring, resourcing, grouping, note taking, recombination, translation, keyword, contextualization, transfer, cooperation, asking for clarification.

The similarities between English Department students and Non-English department students there are almost applied all learning strategy learning strategy, they use directed attention, selective attention, self-evaluation, resourcing, note taking, deduction, recombination, translation, keyword, contextualization, transfer, inferencing, cooperation and asking for clarification. In applying the strategies some strategies were never used by the English Department students and non-English Department students, In English Department students they did not use self, monitoring, grouping and auditory representation, In non-English Department they did not use repetition and
auditory representation. The dominant strategies used by English Department students are note taking, translation, transfer, and inferencing, and the dominant strategies used by non-English Department students are asking for clarification.

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