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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SCHOOL OF TEACHER TRAINING AND EDUCATION
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2018
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Herewith, the author testifies that in this research paper there is no plagiarism of the research that has been made before to obtain bachelor degree in a university and throughout the author knows that there is also no opinion, or masterpiece, which have ever been published or composed by the author, except those in which the writing are referred in the manuscript and mentioned in the references. The author will be responsible if there are some untrue statements in this testimony.

Surakarta, 15th of January, 2018

The researcher

Heksa Regita Pratama
A320120070
MOTTO

Failure is simply the opportunity to begin again, this time more intelligently.

(Henry Ford)

The only true wisdom is knowing that you know nothing.

(Socrates)
DEDICATION

This research paper is dedicated to :

My beloved parents,

My beloved sister,

His extended family,

His all friends in Muhammadiyah University of Surakarta, and

People who are willing to read this research paper
ACKNOWLEDGMENT

Alhamdulillaahi robbil 'aalamiin, wassolaatu wassalaamu' alaa asyrofil anbiyaa-i wal mursaliin, sayyidina muhammadin, wa'ala alihi wa'ashabihi aj’ma'iin, Amma ba’du. All praise and thanks are given to Alloh SWT, The researcher can finish his research paper, as a partial fulfillment of the requirements of getting Bachelor Degree of Education of Education in English Department, entitled “COMPARATIVE STUDY ON LEARNING STRATEGIES IN DEVELOPING SPEAKING SKILLS BY ENGLISH DEPARTMENT STUDENTS AND NON-ENGLISH DEPARTMENT STUDENTS OF UMS”.

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6. His beloved sister Hena Rianggun Pawestri,
7. All my friends in English Education Department,
8. All who cannot mention one by one,

The researcher realizes that this research paper has a lot of weakness. Accordingly, he hopes that this research paper will be useful for the readers who want to develop their knowledge. To make this research paper better, suggestion and criticism are really open.

والسلام عليكم ورحمة الله وبركاته

The researcher

Heksa Regita Pratama
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 Inference. 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.
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