

**LANGUAGE LEARNING STRATEGIES IN MASTERING
SPEAKING SKILL BY THE STUDENTS OF SMK
MUHAMMADIYAH 1 SURAKARTA**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements
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by

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APPROVAL

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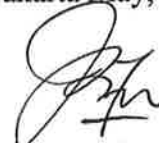
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Surakarta May, 11 2018



Rifa Azwin Fauzia

LANGUAGE LEARNING STRATEGIES IN MASTERING SPEAKING SKILL BY THE STUDENTS OF SMK MUHAMMADIYAH 1 SURAKARTA

ABSTRAK

Penelitian ini berkenaan dengan strategi pembelajaran bahasa Inggris yang digunakan dalam penguasaan ketrampilan berbicara oleh para siswa SMK Muhammadiyah 1 Surakarta . Tujuan dari penelitian ini adalah (1) untuk mengetahui strategi pembelajaran apa yang digunakan oleh para siswa dalam menguasai ketrampilan berbicara dalam pembelajaran bahasa Inggris dan (2) bagaimana implementasi strategi pembelajaran yang digunakan oleh para siswa kelas dua belas SMK Muhammadiyah 1 Surakarta dalam menguasai kemampuan berbicara. Tipe penelitian ini adalah studi kasus yang mana metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan analisis dokumen. Teknik analisis data yang digunakan adalah kualitatif deskripsi. Hasil dari penelitian menunjukkan bahwa para siswa menggunakan beberapa strategi pembelajaran berdasarkan teori Oxford yang mana kemudian para siswa mengimplementasikannya dalam proses belajar mengajar, yakni; siswa menggunakan strategi langsung yang meliputi (1) memory strategies, yang mana dalam strategi ini siswa menggunakan 3 dari 4 substrategi, yakni creating mental linkages, applying images and sound, dan reviewing well. (2) cognitive strategies, terdapat 4 substrategi yang digunakan oleh para siswa yakni practicing, receiving and sending messages, analysing and reasoning, dan creating structure for input and output. dan (3) compensation strategies, para siswa mengaplikasikan 1 substrategi yang ada yakni overcoming limitations in speaking learning and writing. Strategi tidak langsung; (4) 3 substrategi yang digunakan siswa dalam metacognitive strategies, yakni arranging and planning your learning, centering your learning, dan evaluating your learning. (5) ada 3 substrategi yang diaplikasikan oleh siswa dalam affective strategies yaitu lowering your anxiety, encouraging yourself, dan taking your emotional temperature. Dan (6) terdapat 2 substrategi dalam social strategies yang diaplikasikan oleh para siswa, yakni asking question dan cooperating with other. Berdasarkan dengan hasil penelitian, dapat disimpulkan bahwa pada penelitian ini relevan dengan teori yang digunakan, yakni teori pengklasifikasian oleh Oxford. Meskipun hasil menunjukkan bahwa tidak semua siswa menggunakan semua strategi pembelajaran berdasarkan teori Oxford, para siswa cenderung menggunakan teori yang sama atau bisa dikatakan strategi pembelajaran yang digunakan tidak variatif. Dalam menguasai kemampuan berbicara bahasa Inggris para siswa mempunyai cara mereka sendiri yang membuat mereka nyaman dan yang mana mampu membantu mereka dalam penguasaan materi

Kata kunci : pembelajaran Bahasa Inggris, strategi pembelajaran, kemampuan berbicara

ABSTRACT

This research paper is in the matter of language learning strategies in mastering speaking skill by the students of SMK Muhammadiyah 1 Surakarta. The objective of this study are (1) to know what are learning strategies used by the students in mastering speaking skill and (2) how are the implementations of learning strategies used by the students of SMK Muhammadiyah 1 Surakarta in mastering speaking skill. The type of the research is case study whis is the methods that used to collect the data are observation, interview, and document analysis. Technique for analyzing data that used in this research is descriptive qualitative. The results of this research shows that the students use some of learning strategies based on Oxford theory, which is the next step the students apply those learning strategies in teaching – learning process, they are; the students use direct strategies, which contain (1) Memory strategies, which is in those strategies used 3 from 4 substrategies, they are creating mental linkages, applying images and sound, and reveiwing well. (2) Cognitive strategies, there are 4 strategies used by the students they are practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output. (3) Compensation strategies, the students apply 1 substrategies that its have, it is overcoming limitations in speaking learning and writing. Indirect strategies;(4) 3 substrategies used by the students in metacognitive strategies, they are arranging and planning your learning, centering your learning, and evaluating your learning, (5) 3 substrategies applied by the students in affective strategies, they are lowering your anxiety, encouraging yourself, and taking your emotional temperature, and (6) there are 2 substrategies in social strategies applied by the students, they are asking question dan cooperating with other. According to the result of the research, it concludes that this research is relevant with the theory, that is Oxford classification. Although the result shows that not the all of the students use all of Oxford theory, the students almost use the same theory, or it can called they use not variant of learning strategies. To master English language students have their own strategies to make them enjoy and those help them to mastering an English material.

Keywords : English learning, learning strategy, speaking skill

1. INTRODUCTION

English is an international language. It means that many countries use English for their communication in their own country or for communicate to other country. Everyone should be able to communicate in English, Indonesia is not the exception. That is why English language is important to be mastered. In addition to learning English language, we have to know how the strategy in order to help us to make easier in using English language and how to master it. In this research, the writer

focuses on learning strategies to master speaking skill. Learning strategy are the conscious thought and actions that learners take in order to achieve a learning goal. As we know, that speaking skill is not easy to mastered. So that, everyone should know how to avoid the difficulties, and what learning strategy are suitable to master the skill.

Learning strategies are the way conducted by the learner to master the lesson and make it easier to understandable, faster, more enjoyable, more self- directed, more effective and more transferable to new situations by themselves (Oxford, 1990). It refers to method used by the students to learn. Some researchers have analyzed the language learning strategies, especially for the English First Learning (EFL) in addition to UK and US based on SILL (Strategy Inventory for Language Learning) test designed by Oxford theory. Therefore, the research question which is to be answered in the course of this paper is the following: (1) what are learning strategies used by the students of SMK Muhammadiyah 1 Surakarta to master English speaking skill? and (2) how is the implementation of learning strategies by the students of SMK Muhammadiyah 1 Surakarta to master English speaking skill?

Realizing the phenomena especially in terms of English speaking and learning strategies in students of SMK Muhammadiyah 1 Surakarta, the researcher is interested in observing their learning strategies to master English, especially in speaking skill. The aims of this research are (1) to know what is learning strategies used by the students and (2) how they applicate the strategies.

2. RESEARCH METHOD

The type of this research is case study, which are widely used in organizational studies and across the social sciences, and there is some suggestion that the case study method is increasingly being used and with a growing confidence in the case study as a rigorous research strategy in its own right (Hartley, 1994). The case study arises out of the desire to understand complex social phenomena. The data of the research is students's learning strategies that collected by the interview as a primary data, and observation and document analysis as secondary data.

The data was taken from informant, field note, and student's score. There are some of students in twelfth grade of SMK Muhammadiyah 1 Surakartain academic years 2017/ 2018, where the researcher sets many information needed. The data that have been analyzed by using descriptive qualitative divided into nine stages. By doing that method, the researcher gets information needed which deal with strategies used by students in twelfth grades of SMK Muhammadiyah 1 Surakarta to master speaking skill.

3. FINDING AND DISCUSSION

3.1 Type and the Implementation of Language Learning Strategies Used by the Students of SMK Muhammadiyah 1 Surakarta

3.1.1 Memory Strategies

Memory strategies, sometimes called mnemonics, are learning strategies which the students used memory strategies to remember practical information about teaching - learning process (Oxford, 1990). Memory strategies fall into four sets : Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, Employing Action.

a. Creating Mental Linkages

In this strategy contains three sub strategies. They are grouping, associating/elaborating, and placing new words into a context. The strategies that used by the students is just grouping.

1) Grouping

Grouping is classifying language material into meaningful units, to make the material easier to understand. It can be based on type of word (e.g., all noun / verb/ adjective/ adverb). The power of this strategy may be enhanced by labeling the group, using acronyms to remember.

The data :

“Saya mengklarifikasikan kosa kata yang saya terima dengan kosa kata yang sudah saya ketahui sehingga mempermudah saya dalam menghafalkanya (interview, March 15th 2018)

In English

I classified the vocabulary that I already knew to make it easier for me to memorize it.

b. Applying Images and Sound

In language learning, it is possible to give labels to pictures, or to create visual images of word or phrase. Linking the verbal with the visual is very useful to language learning in some reason. Visual images may be the most potent device to aid recall of verbal material (Oxford, 1990).

1) Using imagery

Using imagery is learning strategy that relating new language information to concept in memory by means of meaningful visual imagery. It represents word in a picture or object.

The data :

“Biasanya saya menggunakan gambar – gambar untuk membantu saya menghafalkan vocab baru yang saya terima untuk mempermudah dalam menghafalnya” (interview, March 15th 2018)

In English

Usually I use pictures to help me memorize new vocabulary that I received to make it easier to memorize it.

2) Representing sound in memory

It is the strategy that used by remembering new language information according to its sound. This strategy uses phonetic spelling and accent mark or using rhyme to remember a word.

The data :

“Saya akan mendengarkan pengucapan vocab yang saya dengar secara berulang kali supaya mudah untuk dihafalkan” (interview, March 15th 2018)

In English

I will listen to the vocabulary pronunciation I hear repeatedly so it is easy to memorize.

c. Reviewing Well

The memory strategy of reviewing well helps move information from “fact level” to the “skill level”, where the knowledge is more procedural and automatic (Oxford, 1990).

1) Structured Reviewing

This is the strategy used to keep spiraling back to what has already been learned at the same time the learners learn the new information.

The data :

“Saya biasanya menghafalkan kosa kata dengan berulang kali agar mudah untuk menghafalkannya sehingga saya tidak mudah lupa”
(interview, March 15th 2018)

In English

I usually memorize the vocabulary repeatedly to make easier for memorizing them so it is not easy to forget.

3.2.1 Cognitive Strategies

Cognitive strategies are essential in learning a new language, which are unified by a common function to manipulate the transformation of target language by the learner (Oxford, 1990). Cognitive strategies exist four sets; Practicing, Receiving and Sending Messages, Analysing and Reasoning, and Creating Structure for Input and Output.

a. Practicing

Strategies for practicing are the most important cognitive strategies. The practicing strategies take on special value, because learning with practice makes the students more understand and easy to achieve the material.

1) Repeating

Repeating is saying or doing something over and over. The student will repeat the new material that he has done in teaching learning process.

The data :

“Saya belajar sambil mempraktikan vocab yang baru saya terima sehingga mempermudah saya dalam memahaminya setelah itu saya akan mengulang ulang mempelajarinya agar tidak lupa” (interview by student A, March 15th 2018)

In English

I learned while practicing the vocabulary I just received so that it made it easier for me to understand it, after that I will repeat the study to be not easy to forget.

b. Receiving and Sending Message

Its strategies help the learners locate the main idea through skimming or key points of interest through scanning. This strategy implies that it is not necessary for learner to focus on every single word (Oxford, 1990). It helps the learners to understand and produces message in new language.

1) Getting Idea Quickly

This strategy used to skimming to receiving the main idea in the topic to find the specific details from the material. This strategy helps the learners understand rapidly what they hear in the new language.

The data :

“Saya akan menangkap ide pokok dalam materi tersebut sehingga mempermudah saya untuk memahaminya termasuk juga dalam hal berbicara” (interview, March 15th 2018)

In English

I will reveal the main idea in that language material so it makes easier to understand, including in speaking aspect.

c. Analyzing and Reasoning

Analysing and Reasoning is strategy used by the students to construct a formal model in their minds based on analysis and comparison (Oxford, 1990). This strategy contains 5 sub strategies, they are; reasoning deductively, analyzing expressions, analyzing contrastively, translating and transferring. And the informant uses two of them.

1) Translating and Transferring

Translating is converting a target language into a native language. And transferring is applying knowledge of word, concept, or structures from one language to another in order to understand the material.

The data :

“Pertama saya akan menganalisa materi tersebut, kemudian saya artikan dalam bahasa indonesia dulu agar saya paham, setelah itu baru saya praktikan. Maka dengan cara tersebut saya mudah untuk memahami apa yang saya pelajari” (interview, March 15th 2018)

In English

First I will analyze the language material, after that I will practice in Indonesian Language first so that I will be understand, next I will practice in English language. It is a way to make me more easier to understand what I had learned.

d. Creating Structure for Input and Output

This strategy helps the students to understand better the output of learning though structuring the input to manege their learning by using taking notes, summarizing, and highlighting such are also helpul in preparing to use language for speaking and writing. And the informant uses 2 of three sub strategies.

1) Taking Notes and Summarizing

The students will write down the main idea of the topic in notes and then they make summary abstract of a longer passage. It helps them to be more understand in mastering the new material.

The data :

“Saya biasanya membuat catatan kecil untuk setiap materi yang saya terima kemudian saya membuat kesimpulan dan menggarisbawahi materi yang saya anggap penting sehingga saya mudah untuk memahaminya” (interview, March 15th 2018)

In English

I usually make a field note in every language learning material that I have learned, then I will make conclusion and underline the object I believe that it is important, so I will be easier to understand.

3.3.1 Compensation Strategies

Compensation strategies are language learning strategies that enable learners to use the new language for either comprehension or production despite limitations in knowledge. It helps learners make up for the lack of knowledge (Oxford, 1990). These include Guessing Intelligently and Overcoming Limitations in Speaking and Writing.

a. Overcoming Limitations in speaking and writing

Its strategy that dedicated to mastering speaking skill, but some can used for writing, as well (Oxford, 1990). This strategy contains 8 sub strategies, they are; switching the mother tongue, getting help using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym. The informants use three of those strategies.

1) Getting Help

This strategy is asking someone for helping the learners to provide the missing expression in the target language. This strategies used by two informant

The data :

“Biasanya saya akan bertanya kepada orang lain yang lebih memahami materi tersebut, kalau tidak saya biasanya akan bertanya kepada guru saya” (interview by student A, March 15th 2018)

In English

Usually I will ask to the other person who understand more about the chapter, if it is not I usually ask my teacher.

2) Using Mime and Gesture

This strategy is using physical motion, such as gesture, in a place of expression to indicate the meaning of material. It helps the learner to understand the meaning of material by using some action (gesture)

The data :

“Saya akan menebak arti kata dalam satu percakapan atau materi melalui ekspresi dan gesture, biasanya dengan hal tersebut saya mampu menangkap clue yang diberikan dalam materi yang saya terima”
(interview, March 15th 2018)

In English

I will guess the meaning of the word in one conversation through expression or gesture, usually that make me can catch the clue that gave to me in the topic.

3) Using Circumlocution or synonym

Its strategies that Getting the meaning across by describing the concept of using word that the meaning are the same thing. It helps the learner to know the meaning from new language based on words that they have already known.

The data :

“Biasanya saya akan mengganti kosa kata yang saya tidak tahu dengan mencari kata lain yang menurut saya sudah pahami” (interview, March 15th 2018)

In English

I usually change the vocabulary that I do not know with seeking for another word that I think it is more understandable.

3.4.1 Metacognitive Strategies

Metacognitive strategies are a willing way to accommodate in students learning process. It is also the actions by the students within cognitive devices (Oxford, 1990). Metacognitive strategies include Centering Your Learning, Arranging and Planning Your Learning, and Evaluating your learning.

a. Centering Your Learning

Its strategy helps the learners regaining the conscious use of metacognitive strategies such as paying attention, linking with already familiar material (Oxford, 1990).

1) Paying Attention

It is deciding in advance to pay attention in general to a language learning, and pay attention to specific aspects of the language or situational details. It helps the learners to be more focus in teaching learning process, so the learners can understand the materia well.

The data :

“Saya tetap mengontrol belajar saya, kemudian saya harus fokus belajar dan lebih memperhatikan materi yang sedang diajarkan.” (interview, March 15th 2018)

In English

I will control in my learning process, after that I have to be focus and give more attention in the topic that I have been learning.

b. Arranging and Planning your Learning

This strategy used by the learners to make a plan in their learning process, and also arrange the material that have to be mastered. It helps the students to achieve language learning goals (Oxford, 1990). This strategy contains 6 sub strategies (finding out about language learning, organizing, setting goal and objectives, identifying the purpose of language task, planning for language task, and seeking practice opportunities) that 2 of them used by the two informants.

1) Organizing

Its strategy to understanding and using optimal conditions to learn of the new language. It helps the learners to be more focus on their learning through the conducive conditions.

The data :

“Saya akan mengoptimalkan belajar saya, dengan kondisi yang lebih baik agar bisa fokus dalam belajar” (interview, March 15th 2018)

In English

I will optimize my learning process, with a good condition to make me more focus in learning.

2) Planning for Language Task

Planning for language element and function necessary for an anticipated language task or situation. This strategy includes four steps: describing the task of situation, determining its requirements, checking one's own linguistic resource, and determining additional language elements or function necessary for the situation or task.

The data :

"Saya akan melihat progres saya kemudian saya akan membuat planing untuk belajar. Dan saya akan membuat target belajar yang harus saya capai" (interview, March 15th 2018)

In English

I will monitor my learning progress, then I will create a plan for studying. And I will make a learning target that I have to achieve in.

c. Evaluating Your Learning

It is the strategy used to checking the students's language performance. It involves noticing and earning from errors, and the other concerns evaluating overall progress (Oxford, 1990). There are 2 sub strategies include in this strategy, they are self- monitoring and self-evaluating. The informant uses just one.

1) Self – Evaluating

This is strategy to evaluate the learners's progress in the new language by checking to see the understanding through a presentage of the conversation. The data :

"Pertama saya akan mengevaluasi belajar saya dengan bertanya kepada guru tentang hasil belajar saya kemudian akan saya ubah apa yang harus saya benahi." (interview, March 15th 2018)

In English :

I will evaluate my learning process through asking the teacher about my result test so I will change what I have to change.

3.5.1 Affective Strategies

Affective strategies help the students to manage or control their learning process. Affection is the emotions or attitude of the students in learning process (Oxford, 1990). Affective strategies have three strategies exist: lowering your anxiety, encouraging yourself, and taking your emotional temperature.

a. Lowering Your Anxiety

This is the strategy used by the students to push the anxiety by using a method. Lowering the anxiety sometimes helps learners to reach their peak performance levels, but too much block language learning (Oxford, 1990). This strategy contains 3 sub strategy which 2 of them used by the informants.

1) Using prograssive relaxation, deep breathng, or meditation

Using the technique of alternately tensing and relaxing all of major muscle groups in the body in order to relax.

The data :

“Saya akan membuat situasi yang kondusif agar saya tetap fokus dalam belajar” (interview, March 15th 2018)

In English

I will make a good condition to make me more focus in learning process.

2) Using music

Listening to shooting music, such as a classical concert, as a way to relax. It helps the learners to more focus in learning. It is the technique by focusing on mental through sound of music.

The data :

“Saya biasanya menggunakan musik agar saya merasa senang dan bisa fokus saat belajar” (interview, March 15th 2018)

In English

I usually make music to make me feel happy and I can focus in learing process.

b. Encouraging Yourself

The most potent encouragement (and the only available encouragement in many independent language learning situation) may come from inside learners (Oxford, 1990). This strategy contains three sub strategies which one strategy used by the informant.

1) Making possitive statement

Saying or writing possitive statement to oneself in order to feel more confident in learning the new language. This strategy used to give spirit to the learners in mastering language learning.

The data :

“Saya biasanya menulis pernyataan positif untuk diri saya agar lebih termotivasi dan semangat dalam belajar, dan lebih percaya diri lagi dalam hal berbicara” (interview by student B, March 15th 2018)

In English

I usually write a possitive statement to motivate myself in learning process and to be more confident in speaking aspect.

c. Taking Your emotional Temperature

This strategy helps learners to assess their feelings, motivation, and attitude in many case to relate them to language task. It able to control their affective side (Oxford, 1990). The strategies in this help the learners to discerning negative attitudes and emotions in language learning progress. Its contain 4 sub strategies such as used by the informant is one of them.

1) Listening to your body

Paying attention to signals given by the body. These signal may be negative, reflecting stress, tension, worry, anger, fear, or may be possitive contains happiness, interest, calmness, and pleasure.

The data :

“Saya akan memperhatikan situasi dan kondisi diri saya saat akan belajar, sehingga saya bisa betah dalam belajar khususnya dalam melatih skill berbicara saya” (interview, March 15th 2018)

In English

I pay attention in my situation when I will study, so I more enjoy in studying especially to train my speaking skill.

3.6.1 Social Strategies

Language is one of social behaviors, that is communication, and communication occurs between and through the people. Therefore, social strategies are very important in this process (Oxford, 1990). There are three sets of social strategies: Asking question, cooperating with others, and empathizing with others.

a. Asking Questions

This is the most basic social interaction. An action from which learners gain great benefit. Asking question helps learners get closer to the intended meaning. It also helps them encourage their conversation partners to provide larger quantities of input in the target language (Oxford, 1990). This strategy contains 2 sub strategies which is one of them used by the informants.

1) Asking for clarification or verification

Asking the speaker to repeat, give example, asking if a specific utterance is correct. This strategy occurs in conversation to find clarification with someone who understand well in speaking.

The data :

“Saya akan meminta guru saya dalam mengoreksi ketrampilan berbicara saya dalam satu percakapan yang akan saya lakukan dengan beliau.” (interview, March 15th 2018)

In English

I will ask to my teacher to correct my speaking skill through conversation test that I will do with him.

b. Cooperating with Others

This strategy involves interacting with one or more people to improve language skills. These strategies are the basis of cooperative

language learning and it enhances self-worth and social acceptance (Oxford, 1990). It concludes 2 sub strategies.

1) Cooperating with peers

Working with other language learners to improve language skills. This strategies can involve a controlling learning impulses toward competitiveness and rivalry.

The data :

“Saya akan membuat kelompok belajar yang mana nantinya kami bisa berlatih berbicara bersama – sama dan kemudian saya bisa mengukur ketrampilan berbicara saya.” (interview, March 15th 2018)

In English

I will make a conversation group that we can exercise our speaking skill together and then I can measure my English speaking skill.

2) Cooperating with proficient users of the new language

This strategy working with native speakers or other proficient users of the new language, through simple or complex conversation (Oxford, 1990).

The data :

“Saya akan mencoba berbicara dengan native speaker agar saya tahu apa target yang harus saya capai” (interview by student B, March 15th 2018)

In English

I will try to speak with native speakers to know what the target I have achieved.

4 CONCLUSION

This research that investigate the students's language learning strategies in mastering speaking skill, based on the finding the researcher concludes that (1) the students of SMK Muhammadiyah 1 Surakarta apply almost of those strategies proposed by Oxford; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. (2)

Although they have same learning in applying strategies of Oxford taxonomy, but they use different in concentration on using the strategies.

The research shows that the analysis of Language Learning Strategies (LLSs) used by the students of SMK Muhammadiyah 1 Surakarta is not variatif, although the strategies are relevant with the theory based on Oxford classification. All of the students have different action in their own learning strategies. The strategies that they applied are good. Based on the analysis, the researcher concludes that all learning strategies are important to improve the students's language learning especially in speaking skill. Every person has their own attitude in learning, so they have own strategies to make them enjoy in language learning process.

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