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

RESEARCH PAPER

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

by

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2018
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on May 19, 2018

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I truthfully testify that there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, May 11th 2018

The Researcher

[Signature]

Rifa Azwin Fauzia
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MOTTO

“Sing Penting Yakin!”
(Azwin, 1997)

Perhaps you hate a thing and it is good for you, and perhaps you love a thing and it is bad for you. and Alloh Knows, while you do not know.

(Alloh SWT)
DEDICATION

This research paper is dedicated to:
    Me, myself, and I.
My beloved family “Rihadika JP”, and
All my precious friends in a whole word.
ACKNOWLEDGMENT

Assalamualaikum Wr. Wb

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Last but not least, she realizes that this research paper is far from being perfect. Therefore, the writer would like to invite the readers to give comments and suggestions to be better research.

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Surakarta May, 11 2018

Rifa Azwin Fauzia
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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.
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 reviewing 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