

**THE LEARNING STRATEGIES APPLIED BY A HIGH ACHIEVER IN
SPEAKING AT SMAN 2 KEDIRI IN THE ACADEMIC YEAR 2022-2023**

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Presented as Partial Fulfillment of the Requirements to Obtain
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at English Language Education Department Study Program



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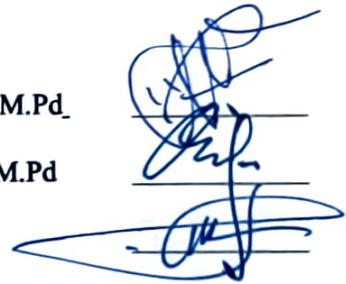
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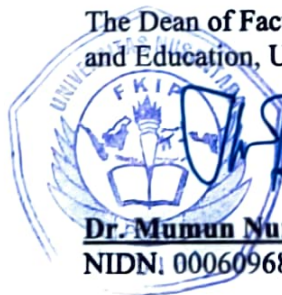
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ABSTRACT

Eka Aprillia Putri The Learning Strategies Applied by a High Achiever in Speaking at SMAN 2 Kediri in the Academic Year 2022-2023, Skripsi, English Language Education Department, FKIP UN PGRI Kediri, 2023.

Key words: speaking, learning strategies, ESOL

This research was motivated by the observations and experiences of researcher, that the learning strategies applied by a high achiever are one of the factors that help ensure that students learn a foreign language. However, in several learning strategies, not all high achiever applied learning strategies in their learning, especially in learning speaking.

The research question in this research was what learning strategies were applied by a high achiever in learning speaking. This research used a qualitative approach with the subject of class XI MIPA students of SMAN 2 Kediri who is the best in speaking. This research used three data collections in the form of an observation checklist, questionnaire, and documentation.

Based on the findings of this research, it was found that of there were six strategies applied by a high achiever and two of them were mostly applied. Therefore, the researcher concluded that the high achiever often used two learning strategies for learning speaking; metacognitive and social strategies.

MOTTO AND DEDICATION

MOTTO

For you every day that is brighter than sadness. It's okay, your world is the way
you are now. It is precious and precious

Kidult Lyrics-SVT

DEDICATION

- Allah SWT, who always gives me all I need
- My beloved mom “Kusmiasih”, my beloved uncle “Supriyanto”, and my beloved brother “Adi”.
- My advisors, Drs. Agung Wicaksono, M.Pd. and Dr. Suhartono, M.Pd. Who always give me support, guidance, and knowledge in doing this skripsi.
- Kurnia, S.Pd, as English teacher of SMAN 2 Kediri and of the XI MIPA 6 student of SMAN 2 Kediri, who give me permission and support me to do this research.
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Praise and gratitude We pray to the presence of Allah, the Almighty God, because only by Him can the task of preparing this Skripsi be completed.

Skripsi with the title “The Learning Strategies Applied by a High Achiever in Speaking at SMAN 2 Kediri in the Academic Year 2022-2023” this is written to fulfill the requirements to obtain a Bachelor of Education degree in the major in the English Language Education Department.

On this occasion, I would like to express my sincere gratitude and appreciation to:

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Finally, the researcher realizes that this skripsi is far from being perfect about the contents. Therefore, she accepts any critics and suggestion from readers or the other researchers to improve this skripsi. She hopes this skripsi is not only useful for the researcher but also the reader and other researcher.

Kediri, January 19, 2023

EKA APRILLIA PUTRI
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CHAPTER I

INTRODUCTION

This chapter presents Background of the Research, Scope of the Research, Research of the Question, Objectives of the Research, Significance of the Research, and Definition of Key Terms.

A. Background of the Research

Learning English is all about English language skills in a situational way, according to the student's situation, circumstances, and everyday situations. This is to produce a form of learning English that is more in touch with the language needs of students. Therefore, the presence of speaking is important and cannot be separated from the presence of language. In other words, there is no exchange without conversation. Speaking is the most important part of learning English for students. Nunan (1991:51) stated that mastery of speaking skills is an important aspect of foreign language learning and is measured by the ability to carry on a conversation in spoken language. In addition, Harmer (2007:284) stated that speaking is the ability to process information or knowledge smoothly at a moment's notice.

In the learning process, students also need learning strategies that make them successful in speaking. The learning strategies are one of the factors that help ensure that students at learning a language. Oxford (1990) considers language learning strategies as steps taken by students to improve their abilities. Learning strategies have steps to improve learning, especially when they are very important for

language learning because tools for active involvement and self-direction. The right language learning strategies results in increased proficiency and confidence. Students who use learning strategies will be most effective during their studies because they know that the strategies, they know are the best way to learn and deal with their English learning problems (Griffiths, 2010). Therefore, the selection of learning strategies is very important in the learning process because it can help students learn more easily and master the material provided.

Learners differ in their ability to learn languages and how they learn (Ang, Embi, Yunus, 2017). Learners learn to consciously direct their learning in an organized way that reflects their target language, practice that language effectively, retain their knowledge, and learn to apply the knowledge they acquire. Appropriate strategy instruction and training is necessary for learners to become aware of their own strategies. A High achiever is someone who knows what it takes to succeed in school and is willing to put in the time and effort. They are also known to be good language learners. From this explanation, it can be assumed that the high achiever is a student who is successful in schools that score high or pass the standards set by the school. That statement was supported by Rubin (1975). He said that good learners have a strong desire to communicate, and are not afraid to make mistakes to learn and communicate. They are accurate guessers, looking for language patterns, creating opportunities to speak, and monitoring their learning. Therefore, the reason why the application of learning strategies is very important to be used, especially for high achievers because it can improve the learning and

strategies of a student. Based on the things above, the researcher tried to describe learning strategies applied by high achievers that can master speaking.

Some previous researchers believed that three learning strategies that university students used in the English learning process. Those were metacognitive strategies, compensation strategies, and cognitive strategies (Salikin et al., 2017). Meanwhile, Meyretha Z. P and Erly Wahyuni (2019) found that university high achievers used cognitive strategies in learning vocabulary. Additionally, Jabu, Baso and Asriati. (2021) also found that university high achievers used metacognitive strategies in their learning. It can be concluded that there has been research on the learning strategies used by university students in English. However, there are still few studies that examine the learning strategies used by high achiever in a high school principally in speaking.

In this study, the researcher discussed in more detail the use of learning strategies applied by high achievers in learning to speak in high school SMAN 2 Kediri. There are unique facts based on the researcher conducting research that is, the researcher examined the learning strategies applied by the best student in speaking in one of the favorite schools in Kediri according to the University Entrance Test Institute (LTMT) Ministry of Research, Technology and Higher Education Indonesia 2022. In addition, SMAN 2 Kediri also has several awards for the English language competition in 2021; the 2nd place winner at the National League level English Olympiad and the 3rd winner in the English competition by CV Divya Cahya National Level Achievement. Several facilities support learning English, such as a language lab, a support team for English competitions, and

extracurricular activities at the SMADA English Competition Club (SECC). Therefore, the researcher wanted to describe learning strategies applied by a high achiever in speaking class at SMAN 2 Kediri in the academic year 2022-2023.

B. Scope of the Research

This researcher focused on the learning strategies applied by high achievers in class XI MIPA 6 odd semesters on short story learning material. The learning strategies were conducted are direct strategies which consist of memory, cognitive, and compensation strategies whereas, indirect strategies include metacognitive, affective, and social strategies used by high achievers in learning to speak in learning English at SMAN 2 Kediri in the academic year 2022-2023.

C. Research Question

In order to focus, the researcher formulated the question of the research as what learning strategies were applied by a high achiever in speaking class at SMAN 2 Kediri in the academic year 2022-2023?

D. Objective of the Research

Based on the research question above, the objective of this research was to describe the learning strategies that were applied by a high achiever in a speaking class at SMAN 2 Kediri in the academic year 2022-2023.

E. Significance of the Research

The researcher expected that this research would give advantages to reader and other writers:

1. For Students

This research is expected to contribute to students in elaborating better learning strategies, contributing to students choosing learning strategies that are suitable for them so that they can understand the lesson more easily and enjoy it.

2. For Teachers

This research is expected for teachers to be able to find out for learning strategies applied by students who are successful in learning. So, the teachers also can select and apply a certain teaching strategy in accordance with the learning strategies applied by students in class.

3. For Researcher

This research is expected to be an extraordinary experience to face in the future when the researcher will be a teacher and for the importance and role strategies students applied.

F. Definition of the Key Terms

1. Speaking

Speaking is an affective oral skill for systematic verbal speech to convey meaning. Speaking productivity is a measure of language knowledge and is a way of expressing one's thoughts through words (Nunan, 2003: 48).

2. Learning Strategies

The concept of learning strategies is important in language learning. Language learning is a tool for active and spontaneous participation, and it is essential for the development of communicative competence (Oxford, 1990:1). In addition, LLS or Language Strategies is strategies that make learning easier, faster, more enjoyable, more voluntary, more effective, and to move to newer situations (Oxford, 1990).

3. Learning ESOL

Meaning of ESOL or better known as English to Speakers of Other Languages. This applies to both English as a Foreign Language (ESL) and English as a Second Language (EFL) contexts. This term was created because some individuals argue that when students study English in a native English-speaking country, the student is not necessarily learning a second language. According to Saville-Troike (2006: 4), a second language is a dominant language that is required officially or socially for educational, work, and other basic purposes. English as a Second Language refers to a specific approach to language teaching designed for people whose first language is not English.

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