

**A STUDY ON LEARNING STRATEGY USED BY NEPTUNE HOTEL
SCHOOL STUDENT OF A HIGH ACHIEVER IN SPEAKING CLASS
IN THE ACADEMIC YEAR 2019**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana
Degree of Education (S.Pd.) of English Department Faculty of Teacher Training
and Education University of Nusantara PGRI Kediri



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MOTTO AND DEDICATION

MOTTO:

Never give up
New day, new hope.

DEDICATION:

I dedicate this research for:

- My beloved husband
- My beloved parents
- My supervisors

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By expressing gratitude to Allah SWT the most gracious and most merciful who has been giving the writer valuable right thinking to finish this skripsi. With His grace the writer can finish this skripsi successfully.

The writer knows that this skripsi is far from perfect and has many weaknesses. This thesis will never be finished without other people's help. Therefore, the writer would like to express her gratitude and appreciation to:

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The researcher knows that this thesis is not perfect. So, she hopes any critics, advises and suggestion from all readers. Finally, the researcher hopes this thesis will be useful to every reader and especially to herself.

Kediri, December 21st, 2019

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ABSTRACT

TITLE.....	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
MOTTO	iv
ACKNOWLEDGMENT	v
ABSTRACT	viii
TABLE OF CONTENTS.....	ix

CHAPTER I : INTRODUCTION

A...Background of the Study.....	1
B...Scope of the Research.....	4
C...Research Question.....	5
D...Purpose of the Research.....	5
E...Significance of the Research.....	5
F... Definition of Key Terms	6

CHAPTER II :REVIEW OF REALATED LITERATURE

A...General Concept of Speaking.....	9
B... Classroom Interaction.....	14
C...Learning Strategy.....	18
D...Learning Strategy in Speaking.....	21
E... Review of Related Literature.....	23

CHAPTER III : RESEARCH METHOD

A.. Approach and Type of Research.....	24
B.. The Role of Writer.....	25
C.. Stage of Research.....	26
D.. Place and Time.....	27
E.. Source of the Data.....	28
F.. Procedure Collecting the Data.....	28
G.. Technique of Data Analysis.....	30
H.. Checking the Findings of the Research.....	31

CHAPTER IV : RESEARCH FINNDING AND DISSCUSSION

A. Description of the Place and the Learner.....	33
B.. Data Description.....	36
C.. Interpretation and Discussion.....	43

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion.....	45
B.. Suggestion.....	46

BIBLIOGRAPHY	48
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APPENDICES.....	49
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CHAPTER I

INTRODUCTION

This research is aimed to study the learning strategies that applied by a student in speaking at Neptune Hotel School Kediri. This chapter will discuss the reasons to conduct the research. It covers the background of the study, the scope of the study, research question, purpose of the research, the significance of the research, and definitions of key terms.

A. Background of the Study

In learning English, the students need to apply learning strategies in order to get good result. The successful in learning English can be identified by how well the learners learn four skills that cover listening, speaking, reading, and writing. In order to meet communication need, one of the most important skills is speaking. It is used to express any kinds of idea or through orally. Speaking is a kind of bridge for the learner between in the classroom and the world outside. It's mean the students learn new language in the classroom then they will use the language to communicate in real life. For the people, the ability of speaking a language is synonymous with knowing that language since speech is the most basic means of human communication (Lazarotun, 2010:103).

Speaking is one of the language skills. The writer know that speaking is very important to people to describe as the activity as the ability to express oneself in the situation or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Zakiah adds (2013:2)

Speaking is very important to learn. Based on the explanation above speaking is important to interaction and express their feeling to the other people.

According to Harmer in Adhikary (2010: 4) "Speaking is the least practiced skill in the class room because of some wrong attitudes on the part of teachers, students and administrator". It can be concluded that success in speaking material can be supporting by teachers, students and administrator during learning process. In learning English there are many strategies of speaking that we can used to improve our speaking more clearly.

Learning strategies have been worldwide issues in English language teaching and have drawn considerable attention from scholars in the last few decades. Learning strategies is needed to the learners neither catch the information nor solve a problem. Learning strategies focus on making student more active learners what they have learned to be successful. Lee (2010), " learner use learning strategies in order to learn something more succesfully."it can be concluded that learning strategies are an activities that the learner should do every day. But good learners will do that kind of habit without feeling being forced to them. According to Oxford (1989), "Language learning strategies are behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable." It means that language learning have variation language in order than learners do not feel bored.

From the definition above, the writer concludes that learning strategies are activities both conscious and unconscious done by the learners in order to make language learning more successful. There are many kind of learning strategies that can used to improve our speaking. They are direct strategies and indirect strategies. In direct

strategies we can use memory strategies, cognitive strategies, and compensation strategies. And in indirect strategies we can use metacognitive strategies, affective strategies, and social strategies.

The learners have their own strategies that are applied in the way to get the point in learning process. Oxford (1989) claimed, "Learners are using different kind of language learning strategies, or specific actions and behavior to help them learn." It means learners will get success in learning English especially in speaking. If they choose learning strategy to makes them easy to understand the material in learning process. There are many learners who can speak English very well but didn't know what the learning strategies applied by them. There are the important of applied learning strategies in speaking according to O'Malley and Chamot (1990) speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language" (p.43).from the definiton above, it can be concluded that learning strategies very important especially in speaking because it is can make learner improve their speaking ability to be more clearly.

The writer decided to take the research at Neptune Hotel School Kediri. Because many students has good English. Especially in speaking subject they were fluent enough and most of them are got high score in English subject especially speaking. Beside that the lecture also recommended to the writer.

The writer takes the data on the subject of speaking about term of classroom interaction. And the goal of the material are engage the learners in tasks that depend on their understanding of the target language, promote meaningful

communication in the target language, promote reflection on language and culture learning and use.

The writer decides to observe this student because she has very fluent in speaking especially in English. That proofed by the lecture that she's got the highs score both two on the top. So basically the researcher observe her kinds of strategies that she's been used till it can make her speak seems native speaker and well pronounce.

From the explanation above, the researcher hopes that learning skills is needed to be maximalist especially in speaking. Some of the students use the learning strategies. Or the students have already used the learning strategies but they don't know yet what naming of those kinds of strategy. So, the researcher wants to discover her learning strategy.

B. Scope of the Research

There might so many aspects in this research but it needs to e limited in order to make discussion neither too broad nor too narrow. So it has to consist of needed things in drawing conclusion only.

In this research, the limitation is on the learning strategy on speaking subject. Especially in one of a high achievers student in speaking class of Neptune Hotel School Student in academic year 2019..

The subject of this research is the students of Neptune Hotel School in the academic year 2019 Kediri. While the skill limited in extensive speaking. For the material the writer limit it on the term of classroom interaction.

C. Research Question

Based on the background of the study above, the writer will focus on the problem:

- What are the learning strategies used by the students of a high achiever in speaking class of Neptune hotel school in the academic year 2019.

D. Purpose of the Research

Based on the research question above, the purpose of this research is:

- To identify the learning strategies used by the student of a high achiever in speaking class of Neptune Hotel School 2019.

E. Significance of the Research

This study will be expected to give contributions and develop the student's speaking ability by describing the learning strategies that are applied by a student in speaking class. It is expected to get useful ways to improve student's skill especially in speaking English.

The writer hopes the result of this study will be useful for:

1. For the lecturer

The result of this research hopes that the lecture can provide information about selected materials that make students easily to understand in teaching learning process.

2. For the students

The result of this research hopes that the students should know how important to have learning strategies in learning English especially in speaking in order to they can understand the materials easily and acceptable.

3. For other writers

The result of this research will use as reference for other writer in conducting their research.

F. Definition of Key Terms

1. Learning

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.

2. Speaking

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

3. Learning strategies

Learning strategies defined as thoughts or activities that assist in enhancing learning and student's performance (Weinstein & Mayer, 1986, as cited in Chamot and O'Malley, 1994). For explanations above we can conclude that learning strategies has big influence to improve student's confidence in their performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer will try to describe all the things about review of related research to content of this research, they are general concept of speaking, learning speaking, learning strategy, kinds of learning strategy, and learning strategy in speaking.

A. General Concept of Speaking

1. Speaking

The terms speaking are difficult to be defined. Many of experts define speaking such us:

Based on the function, Nunan (2011: 31) says that “speaking is defined in a way to verbally communication for mostly interpersonal and somewhat transaction purpose.” It means that we have purposes when we do an interaction with other.

According to Baily and Savage (1994: vi-vii) in Murcia (2001:103) states that “Speaking is an activity requiring the integration of many subsystems yet for many people, speaking is seen as the central skill. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. Speaking is important to be mastered because the primary goals of learning foreign language are to interact and communicate with others to get the informative. Moreover, Kathleen (2005:2) states that “speaking is an interactive process of construction meaning that involves producing receiving, and

processing information”. This definition is too general; a more specialized definition is that speaking is that process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney in Kayi 2006:1)

From the definition above, it can be inferred that speaking is giving oral expressing to thoughts, opinion and feeling in term of conversation. To be able to do this, a language learner should have sufficient knowledge of the sounds, structure, vocabulary, and culture subsystem of English language. The learners also have to think about ideas and they have to articulate on English sounds well changing the position of lips, jaws, and tongue. Speaking is very important to the students to express their idea because speaking is process of building and sharing meaning of the students’ so they can use verbal and non-verbal symbol.

So, speaking is important to be mastered because by having speaking ability, people can communicate by their mind orally with other people.

Then based on the conditions, Van Lier in Nazara (2011: 31) stated that speaking usually happened when people are face-to-face, which makes it highly interaction and social. It means that speaking actually is done by two people or more in the society to make social interaction.

So the researcher concluded that speaking is communicating activity that is done by two people or more in the society and the goal is that to be the reason why they do a communication to others.

2. Elements of Speaking

According to Harmer (2001:269), there are two kinds of elements of speaking. The following is the explanations about them.

a. Connected speech.

Effective speakers of English need to be able not only produce the individual phonemes of English but also the fluent “connected speech” it is for this reason that we should involve students in activity designed specifically to improve their connectivity in speech.

b. Expressive devices

The use of these devices contributed to the ability to convey meanings. They allow the extra expression of emotion and intensity.

c. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, If part of a speaker’s productive ability involves the knowledge of language skills as those discussed above, success is also dependent upon the rapid processing skills that talking necessities. Especially in performance of certain language function.

d. Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

1) Language processing

Effective speaker need to able the process language in their own head and put it into coherent order so that it comes out in forms that are not comprehensible,

but also convey the meaning that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

2) Interacting with other

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turn or allow others to do so.

3) (On-the spot) information processing

Quite apart from our response to other feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for “the penny to drop” the less effective we are as instant communicators.

3. Characteristic of Spoken Language

According to brown (2001:270) there are some characteristics of spoken language that make oral performance easy as well as, in some cases difficult.

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

c. Reduce form

Contraction, elision, reduced vowels, etc. all form special problems in teaching spoken English students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

e. Colloquial language

Make sure your students are reasonable well acquainted with the words, idioms, and phrase of colloquial language and those they get practice in producing there form.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in learning to speak English and help the learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristics of English pronunciation. The stress-timed-rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversation negotiation.

B. Classroom Interaction

1. Definition of Classroom Interaction

The main aim of learning a language is to use it in communication in its spoken or written forms. Classroom interaction is a key to reach that goal. It is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other as Rivers writes:

According to Ellis (1990), interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. However, classroom interaction is of a particular nature and a range of functions including formal instruction, whole class and task management and development of group cohesion. Therefore, it involves everything communicative happening in the classroom.

Classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas, thoughts. It means they interact

with others through written words, documents and so forth. By contrast, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

These two types of interaction are summarized by Robinson (1997: 7) Interaction is the process referring to “face-to-face” action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing, and others.

Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa. Interaction can proceed harmoniously or it can be fraught with tension. Malamah-Thomas (1987: 8) states that “every interaction situation has the potential for co-operation or conflict.” How the situation actually develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other’s attitudes and intentions. Needless to say, only when there is co-operation between both sides can communication effectively take place and learning occur.

Communication is usually undertaken for a purpose. A person has a reason for transmitting a message to someone else. Nolasco and Arthur (1987:5) explain some other purposes of conversation, “i.e. ‘the creation and maintenance of social relationships, the negotiation of status and social roles, as well as deciding on and carrying out joint actions.’” The same happens in a classroom situation; people are gathered there for the purpose of learning. Besides that, people have other reasons for communicating in the classroom. Since the classroom is a community of some

kind, there is the need to establish and maintain personal relationships. the teacher has to establish a rapport with the class, with its individuals, and individual students from different sorts of relationships with the group and with the teacher. Interaction is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play just as important a part as language does. is holds true for a classroom as well as for other social situations. one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. Teachers spend a lot of time talking, lecturing, asking questions, and giving instructions, and so on. The teacher does not only use language for these functions, but he or she demonstrates and uses mime a lot.

2. Types of Classroom Interaction

The many forms of classroom interaction allow students to use their learned skills. To avoid overemphasizing the theory and memorization of the material presented in class, teachers employ classroom interaction to give students the ability to think critically, focus on specific details and practice what they have learned. Teachers have access to many methods of creating an interactive classroom. Common methods include classroom conversation, question-and-answer, reading aloud and role-playing.

a. Reading Aloud

Reading aloud is a classroom activity in which one person is reading while others listen. Reading aloud may be performed by the teacher or student. Reading aloud may be performed by a single person or by a group taking turns. This form of highly structured classroom interaction allows all students to be focused at exactly the same point in a reading. This allows students to easily focus on vocabulary and pronunciation.

b. Conversation

Classroom conversation is a form of classroom interaction in which students in the class discuss a given topic. The conversation may be held across the whole class or in smaller groups. Conversation is an important form of classroom interaction because it helps students develop their language skills. In a conversation, students may apply the skills and knowledge they have acquired in the class, making classroom conversation a practical form of interaction.

c. Role-Play

Role-playing is an activity in which students take on given or chosen roles and act out a scene with others. This form of interaction lends itself to almost any situation, and the only restriction is a student's imagination. Role-playing allows students to demonstrate their creativity and knowledge about their roles, and it allows students to think outside of the constraints of the classroom and consider how they might apply the learned material to the real world. This form of interaction can integrate different subjects into one activity.

d. Question-and-Answer

Question-and-answer is a traditional form of classroom interaction in which a teacher or student explains and poses a question for the other. Questions asked by the teacher are usually for the purpose of assessment, while questions asked by the students are usually for obtaining new information. The Socratic method is also a form of question-and-answer interaction. The Socratic method is a form of asking questions with the intent of leading students to discover the answer themselves. Question-and-answer as a form of interactive learning allows students to have a large influence on the agenda of the classroom, because it allows them to freely express their thoughts and feelings.

C. Learning strategy

1. The Concept of Learning Strategy

Learning strategy is the ways that have been chosen by learners to make their study easier and fun in order to they get success in learning process. According to Oxford (1990: 8) learning strategy are “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

In addition, Cohen (1998:4) defines learning strategies as “learning process consciously selected by learners and may support students and enhance their learning” Furthermore, O”Melly and Chamot (1990) define that learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”.

From several statements above it can be concluded that learning strategy is learners' behavior during learning process to help them understand the materials, so they feel easy to learn some materials, so they feel easy to learn some materials although in the class and home. Learners that use good learning strategies in their learning become more successfully than other learners.

According Skehan and Crookall (1989:2) in Cruz and Gracell "The most successfully learners tend to use leaning strategies that are appropriate to the material appropriate to the material, to the task, and to their own goals, needs and stage of learning." It means that successful learners always use good learning strategies to understand the material, to do the task during learning process.

2. Kinds of Learning Strategy

The classification of learning strategy also varies. According to Oxford (1990) learning strategy divided into direct and indirect classes.

a. Direct Strategies

Direct strategies involve the strategies used directly in dealing with a new language. The direct strategies are further subdivided into the group such: memory, cognitive and compensation strategies.

- 1) Memory strategies are those learners use to store and retrieve information e.g. creating mental linkages, applying images and sounds, reviewing well and employing action.
- 2) Cognitive strategies enable learners to understand and produce new language. The four sets in the group are: practicing, receiving and sending

messages, analyzing and summarizing, and creating structure for input and output.

- 3) Compensation strategies help students to overcome knowledge gap to continue the communication such as guessing intelligently and overcoming limitations in speaking and writing.

b. Indirect Strategies

Indirect strategies are used for general management of learning indirect strategies are further subdivided into three groups: Metacognitive, affective and social strategies.

- 1) Metacognitive strategies help learners to control their own mental processes for instance centering their learning, evaluating and planning their learning and evaluating their learning.
- 2) Affective strategies help to control emotions, motivations and attitudes such as lowering their anxiety, encouraging themselves and taking their emotional temperature.
- 3) Social strategies involve learning by interaction with others e.g. asking questions, cooperating with others and empathizing with others.

The learners can use all of these kinds of strategies to make them understand how to learn well. The writer concluded that are many classifications of the learning strategies and each strategy will support each other.

D. Learning Strategy in Speaking

In this section the researcher going to explain in more detail about learning strategies in speaking. Indirect strategies are defined into metacognitive, affective, and social. So it claimed that metacognitive strategies allow learners to control their cognition. That is, to coordinate the learning process by using function such as centering, arranging, planning, and evaluating. Affective strategies help to regulated emotions, motivations, and attitude. Social strategies help students learn through interaction with others. All this strategies are called “Indirect”.

Metacognitive Strategies	Affective Strategies	Social Strategies
Centering your learning	Lowering your anxiety	Asking question
Arranging and planning your learning	Encouraging your self	Cooperative with others
Evaluating your learning	Taking your emotional temperature	Empathizing with others

Metacognitive strategies are actions which provide a way learner to coordinate their own learning process. Metacognitive are essential to successful language learning. Furthermore metacognitive strategies, like organizing, setting goals, and objective. Considering the purpose, and planning for a language tasks, help learners arranging and planning their language to be efficient. The metacognitive strategies of seeking practice opportunities are especially important. Learners who are seriously interested in learning a new language must take

responsibility to seek as many practice opportunities as possible or may be outside in the classroom.

Metacognitive Strategies

Centering your learning	Arranging and planning your learning	Evaluating your lesson
Over viewing and thinking with already know material	Finding out about language learning	Self monitoring
Paying attention	Organizing	Self evaluating
Delaying speech production	Setting goals and objective	
	Identify a purpose of a language tasks	
	Planning for a language tasks	
	Seeking practice opportunities	

The most suitable one for learning speaking is that Delaying speech production for focused on speaking. Actually this strategy is related to listening and speaking rather than reading and writing. You do not have to teach or encourage this strategy, because many learners do it automatically by postponing their speaking in the target language for hours, days, weeks, or possibly even

months. This phenomenon is often viewed as a way of focusing on listening comprehension before students feel comfortable enough to speak. The speech delay may be total (no target language speech) or partial (for instance, saying only stock phrases but no creative sentences). The delay occurs because speaking seems more threatening to many students. Some instructional theorists have stressed the importance of allowing a “ silent period “ for all learners, and various language teaching methods reflect this emphasis, but research evidence concerning the significance and optimal length of the silent period is mixed. Help build solid listening comprehension skills, and encourage students to speak as soon as they are ready, without any externally imposed delay. Oxford (1991:135)

E. Review of Related Literature

The writer will take some of the previous studies from a journal. The first is a research done by JunaidiMistar and AtikUmamah in 25, Number 2, July 2014 entitled “Strategies of Learning Speaking Skill by Indonesian Learners of English and Their Contribution to Speaking Proficiency”

The result of this study that the female are currently dominates to use the learning strategies that male. And surprisingly, memory strategies are found to affect speaking skill in a negative manner.

There are some differences between those researches the target of the research is in the EFL learners. And the research focuses in learning strategies, speaking skill, gender, proficiency.

The similarities are on the learning strategy on speaking between those preview research and the writer's subject is EFL learners and it is more generalize on gender.

The second research done by BintiSaniah in 2013entitled "Learning Strategies in Reading Applied by a Student AtMtsPsmJeliTulungagung Academic Year 2012/2013"

The result in this research shows that the learner used variety of learning strategies that help him fell enjoy without feeling being forced in learning process and make them understanding information easily. With used good learning strategies the learner will interest to learn without think that learning is bored activity.

The are some differences between those researchers the target of the research in Junior high school especially in VIII A and consist of 40 students. And it's focus on the learning strategy of the student. And it's also different skill this researcher is observing Reading skill.

CHAPTER III

RESEARCH METHOD

In this chapter, the research presents some of aspect dealing with research method. It is the ways that the writer answers the research questions. This chapter consists of approaches and types of research, the role of the writer, stage of the research, place and time of the research, source of the data, technique of data analysis, and checking the finding of the research.

A. Approach and Types of Research

1. Research Approach

There are two kinds of research design for conducting a research namely quantitative and qualitative research. Here the writer descriptive qualitative research.

This research approach uses case study method. This method of qualitative study is an in-depth study a specific individual or phenomena in its existing context. Yin (2011:17) said that case study is study a phenomenon in its real-world context.

Based on the theory above, it means that case study method is a natural method in which based on the fact that happened in the field. Case study focuses on a single unit to produce an in-depth description that is rich and holistic. Single unit here means can be an individual, group, class, or community. Case study can answer descriptive questions or attempt to explain why something happened by looking at a process.

2. Types of Research

According to Creswell et.al (2007), "Qualitative research classified into five qualitative research designs, they are:

- a. Narrative research
- b. Case study
- c. Grounded theory
- d. Phenomenology
- e. Participatory action research

In this research the writer going to use case study as the type of the research. According to Harling (2007) "A case study is a holistic inquiry that investigates a contemporary phenomenon whit this natural setting". Its mean that case study is really appropriate with this research, because this research is purposed to describe the object and to provide solution, so this type of the research is categorized as case study research. In this research, the writer took the learner who learnt in a class at the third grade of University of Nusantara PGRI Kediri.

B. The Role of Writer

In this research the writer as they key instrument and the data collector. The writer will do the observation directly also the questionnaire about the learning strategies in speaking applied by the students of Neptune Hotel School in Kediri. Here the writer just focuses to observe about learning strategies applied by a student with high achiever. Then the writer will make an important note about the

result of the observation, that is about how the learner learn and applied her learning strategies in learning English especially speaking.

C. Stages of Research

1. Preliminary Study

In this stage, the writer gives the questionnaire and also the observation to find out what the learning strategies in learning speaking. The writer interest observes kinds of learning strategies applied by this learner in speaking learning process.

2. Research Design Development

In this stage, the writer collect some theory and references about kinds of learning strategies in learning speaking the writer also observe and give the questionnaire to finish this research.

3. The Real Research

In this term, the writer collected the data at Neptune Hotel School Kediri when the learner has the subject in the class. The writer as the key instrument will have the observation and make an important note about the learning strategies by a learner in learning speaking.

4. Writing the Report

In this part, the writer will have composed the report of the research. It is report clearly and descriptively because this research is qualitative research.

D. Place and Time of the Research

The important aspect in collecting the data is place and time. Without any certain of place and time the writer cannot collect the data. It is necessary to the writer choose the place and time in conducting the research.

1. Place of the Research

The writer will take place at Neptune Hotel School Kediri. It is located at Jl. KH. Asyari, Banjarmlati Kediri. In this Academy the program is Diploma 1 program, which is 6 months is in the class and 6 months is internship in hotel all over Indonesia. And most of students work at national and international hotel and even cruise ship worldwide.

2. Time of the Research

It is necessary to the writer to arrange the time schedule of the study based on the activities that observed by the writer. This research conducted until December 2019. Here is the time schedule;

Table 3.2

Time of the Research

At Neptune Hotel School

No		Month			
		September	November	December	January
1	Planning the Study	√			

2	Collecting the Data		√		
3	Analyzing the Data			√	
4	Reporting the Data				√

E. Source of the Data

The subject of the research is a learner who learns at Neptune Hotel School Kediri. The writer decides to choose this school to be researched because this school is both of high achievers and has high critical thinking learners. Certainly most of the students are active. So, the writer will observe one of them. This learner has a good characteristics of a good learner that are; she has high motivation to learn English well, she always pays attention, concentration, curious, participate actively, never gives up to learn and she can catch the point well.

F. Procedure Collecting the Data

In collecting the data, the writer needs some instruments, which are suitable to collect the data of instrument of the research. The writer will use two kinds of instrument; there are questionnaire and also observation.

1. Observation

According to Susan Stainback (1988) in Sugiono (2012:227) says “*In participant observation, the researcher observes what the people do, listen to what they say, and participates in their activities*”. The researcher will observe

during teaching learning process until give the evaluation. Here the researcher will sit in the back for made note or checklist. It can be said that in observation the writer observe and makes some notes what she need base on the situation. In this research, the writer participated passively, she did not communicate with the people being observed during learning process. She will sat at the back of class while make the note on what the activities that going to happen in that class during teaching learning process to know what strategies that applied by the learner in learning speaking.

2. Questionnaire

A questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge". (Singh, 2006:191). It can be conclude that questionnaire is an instrument in conducting research in order to get the information about response of certain conditions or practices.

One way in which degrees of response, intensity of response, and the move away from dichotomous questions has been managed can be seen in the notion of rating scales". (Singh, 2006:253). It means that rating scales is a set of question in which the respondent is asked to circle the number depend on the real condition. In this research, the researcher will use questionnaire to know the response of students when the teacher use clustering technique in speaking.

G. Technique of Data Analysis

The writer will conduct the descriptive of the learning strategies applied by a learner of Neptune Hotel school Kediri. What follows are steps in analyzing the data based on Humberman (1984) and Sugiyono (2009) such as:

1. Analyzing the Data

This is the first component in analyzing the data that contains selection process, focusing and summarizing data from field notes. In this step, the writer select, limits and summarizing the data from the implementation of the strategies of learning speaking applied by the learner.

2. Displaying the Data

The second step of analyzing the data is describing the data in narrative which the research conclusion will be possible to be done. This step describing the result of the research which will describe in systematic and logic sentence, therefore the result will be convincing.

3. Drawing Conclusion

The last step the writer will make conclusion of this research. Then the writer also verifies the conclusion the technique is by discussing the research conclusion with the collaborator of the research. This step is very important to be done in order to get a good research conclusion.

H. Checking the Finding of the Research

In checking the finding validity of the research, the writer did triangulation to get the valid data. Smith & Kleine (1986) have argue that ‘triangulation’ actually used to increase the study accuracy in this case ‘triangulation’ is one of the validity measure.

In addition Olsen (2004) ‘triangulation’ is just for increasing the wider and deeper understanding of the study phenomenon.

From explanation above it can be concluded that triangulation is the ways used the researcher to increase the understanding of the natural study and to get the validity of data.

Denzin (1970) extended the idea of triangulation beyond its convention association with research methods design. He distinguished four form of triangulation:

1. Data triangulation, which entails gathering data trough several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpreting data.
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
4. Methodological triangulation, which refers to the used of more than one method for gathering data.

The type of triangulation chosen depends on the purpose of a study of course; more than one type of triangulation can be used in the same study. In this study, the writer focused on data triangulation because it is the most common of data collected from different persons, or at different times, or from different places.

In this research the research used two methods they are questionnaire and observation. In questionnaire the writer give the question and analyze her kind of strategies that to be suitable with the observation. In observation the writer observe the learning strategies are used by a student in learning speaking and make a note while observing the class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion concerning with the result of the study that has been discussed in the previous chapter. It also presented suggestion for the teacher and the learners with the material learning strategies in speaking applied by a student. After analyzing and interpreting the data, the writer would like to make conclusion and suggestion.

A. Conclusion

This research is qualitative research. It described about facts that happened in the field naturally. There are several points concluded by the researcher for the research findings and discussion.

First is about the kinds of learning strategies used by high achievers in speaking. There are 6 kinds of strategies which are classified into direct strategies (memory strategy, cognitive strategy, and compensation strategy) and indirect strategies (metacognitive strategy, affective strategy, and social strategy). The high achievers who are become subjects this research named Resti Retno Andini. Resti uses more indirect strategies. Resti uses 92% metacognitive strategies, 90% for the memory strategies. Compensations and affective strategies has got the score 80%. 64% cognitive strategies, 60% for social strategies. The most frequently strategies that used by Resti is a metacognitive strategies. From the questionnaire results, Resti stated "Always" in using all indicators of metacognitive strategies. Resti often uses metacognitive strategies because she often

Have problem that sometimes she think deeply on the grammatical so, it makes lost concentration what going to says. Resti often solves the problem in speaking by using Metacognitive Strategy. That is by planning and evaluating. She neither solves the problem by change the words such as the synonym nor change the structure of the sentences.

B. Suggestion

Based on the writer's experiences, she would like to put forward the following suggestion:

1. For the learner
 - a. The learner should know what the learning strategies that are suitable with them and they feel enjoy during learning process in order to make understand the material easily.
 - b. The learner use memory strategies, cognitive strategies and metacognitive strategies in learning in order to make understand and can catch the point easily.
2. The lecture
 - a. It is important for teacher to give responds to their students questions in sympatric manner. It can motivate them to be active in giving question so they will not feel afraid or shy to ask if they did not understand the material well.

- b. Moreover, during teaching learning process in the classroom the teacher should make interesting activity for the learner.

- 3. Other writer
 - a. The writer feels that this research is not perfect. So it is need some improvement. So, the writer suggests that as the next writer should do the research more perfect and complete in the research process.

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