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**LEARNING STRATEGIES USED BY HIGH ACHIEVERS IN SPEAKING
CLASS IN ENGLISH EDUCATION DEPARTMENT OF NUSANTARA
PGRI KEDIRI UNIVERSITY IN THE ACADEMIC YEAR 2021/2022**

SKRIPSI

**Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of English Education Department
Faculty of Teacher Training and Education
Nusantara PGRI Kediri University**



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CHAPTER 1

INTRODUCTION

The researcher clarifies certain points relating to the title of this study in this chapter. It includes: a) the study's background, b) the research question, c) the study's objectives, d) the study's significance, and e) a definition of a key term.

A. Background of Study

English has gradually become the medium of choice in every sphere of communication in this age of globalization. As a result, there is a demand for English speakers who can effectively communicate in any country. English is known as the International Language and is spoken as a second language in many nations. English is regarded as a foreign language in Indonesia because it is studied in an environment where it is not the primary method of daily interaction and where its use is restricted. Despite the fact that English is supposed to be difficult to learn and use, it continues to attract people who want to learn it.

Speaking is regarded as the most crucial of the four key language abilities that must be mastered successfully when learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (Nunan, 1991, p. 39). In addition, Patel and Jain (2008, p. 29) state that “the primary functions of language are communication,

self-expression, and thinking". As a result, it is self-evident that language is a form of communication. A learner must be able to speak the language in order to comprehend it. Speaking ability demonstrates that the student understands how to communicate in that language.

However, learning to speak a foreign language is a difficult ability to acquire. Learners consider speaking to be the most difficult skill to master since it requires both courage and preparation to talk fluently in a foreign language. Regarding this, Brown (2004, p. 172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. These components must be understood by students. They should know what they will say before speaking, thus they should have a lot of ideas in their heads on what they will say. Furthermore, students must be able to pronounce words correctly; otherwise, listeners may struggle to understand them. Furthermore, students must have a significant vocabulary and the ability to organize their sentences so that they can be understood in order to talk smoothly and accurately. If all of these things are done correctly, the students will be able to talk clearly and their listeners will readily understand what they are saying.

Students can use a variety of learning strategies to improve their speaking fluency, such as listening to English songs, watching English movies, practicing with their friends, and so on. Learners' strategies appear to be the cause of their success in studying speaking. This is proved by the study conducted by Jundiai, M., et.al (2014) who investigated strategies of learning speaking skill by Senior High School EFL learners in Indonesia. According to

the findings, the two groups of students used all eleven approach categories at significantly different levels of intensity, with the successful learners employing them more frequently. Students can choose from a variety of strategies depending on their needs. Students' learning strategies are intended to aid them, particularly in learning to speak.

In the last few decades, there has been a considerable body of studies highlighting the potential role of learning strategies, most of which confirmed that the use of learning strategies greatly brings positive effects on the student's mastery of English (Cohen, 2000; Mister, 2011; Oxford, 1990; Noonan, 1992). Thus, Brown (2007) points out that success in second or foreign language learning "will be due to a large extent to a learners own personal investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language" (p. 69). In this regard, Oxford (1990) develops a questionnaire called Strategy Inventory for Language Learning (SILL), which has been used in a large number of studies around the world. It is used to find out kinds of strategies used by learners in improving speaking ability.

Furthermore, several scholars have described the nature of learning strategies. Oxford (1990:1) defines learning strategies as steps used by learners to improve their own learning. Besides, Noonan (1999:171) defines learning strategies as the mental and communicative procedures learners use in order to learn and use language. Then, there are also some experts who admit learning strategies give significant effect in learning. As stated by Wended and Rubin

(cited in Pineda 2010: 96) language learning strategies are plans, routines, and operations that are used by learners in facilitating the obtaining, storage, retrieval, and use of information.

Language learning necessitates the use of effective learning tools, particularly when learning to speak a language. ⁶³ There are certain learning strategies that students can use to improve their speaking abilities in this regard. These strategies had been proposed by Oxford in 1990. She claims that students should use memory, cognitive, compensatory, metacognitive, emotive, and social methods when learning a language. Those comprised a variety of activities that encouraged students to become more engaged in their studies. Learners' speaking talents can be improved by employing these tactics. Furthermore, EFL students face numerous challenges when learning to speak. They must guide themselves into actual English, which is culturally distinct from native English. Speaking difficulties are becoming increasingly common among EFL students. These refer to the students' ability to master ⁶⁴ aspects of speech such as vocabulary, grammar, pronunciation, and comprehension. researcher discovered that some of them are still having difficulty learning certain characteristics.

Learning strategies may become important determinants of a student's achievement. They may have a high or low speaking performance as a result ⁴⁴ of the strategies they adopt and use. Furthermore, many students who have spent a significant amount of time studying speaking have failed to master it. These occurrences correspond to what researcher discovered in the field. Many

students were successful, while others were unsuccessful. Furthermore, speaking is crucial since it is a talent that allows people to grasp what is being said. Because they have been learning English for several years and will have many performances connected to oral skill at colleges, students in higher education are expected to have good speaking abilities. However, their ability to communicate is still limited. Some components of speaking performance are harder for them to achieve.

The characteristics of high achievers by Bainbridge (2015) become the standard in selecting the object in this research. Bainbridge defined that “high achievers are those who achieve a goal. In school, a high achiever would be a student who gets high marks, good grades”. In Nusantara PGRI Kediri University, the marks are categorized as A, A-, B+, B, B-, C+, C, C-, D, and E. The A score ranges from 85-100, A- from 80-84, B+ from 75-79, B from 70-74, B- from 65-69, C+ from 60-64, C from 55-59, C- from 50-54, D from 40-49, E \leq 39. In line with what has been stated by Bainbridge (2015) that higher achieving students are the ones who score good grades, this research defines the higher achieving students as students that score \geq B. In other words, the higher achieving students are the ones that managed to score A or B. On the other hand, Wen and Johnson (1997) defined low achievers as learners who need longer time in learning English and achieved lower scores. Therefore, the lower achieving students in this research are the students who score \leq C, i.e. C, D, and E.

In this study, researcher investigated the learning strategies used by EFL learners in improving their speaking abilities from English Education Department student of Nusantara PGRI Kediri University. These strategies relate to how the strategies are used by learners in improving speaking abilities. And the last, the researcher hopes that this research can be used as a reference in other studies.

B. Research Question

The researcher wants to observe what strategies are going to be improved. The problems that will be studied in this research are stated as follow:

1. What kind of learning strategies are used by high achievers in speaking class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022?
2. How do the high achievers use the speaking learning strategies in speaking class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022?

C. Objectives of Study

Based on the problem stated above, the objectives of study are:

1. To describe the learning strategies are used by high achievers in speaking class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

2. To describe the way the high achievers use the speaking learning strategies in speaking class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

D. Significance of Study

The research findings are likely to provide some benefits in this study.

Hopefully, the findings of this study will be useful for:

1. Students

The findings of this study should aid students in improving their English skills. They can speak English with more confidence and fluency without fear of making mistakes.

2. Teacher

It is hoped that the study will be useful to English teachers as an alternative medium for improving the quality of English instruction, particularly in the area of speaking, and that the teacher will be able to address the issue of students' limited speaking practice time.

3. The Researcher

Hopefully, the study's findings can be used as a starting point for additional research, particularly in the area of speaking ability.

E. Definition of Key Term

1. Learning Strategies

L2 learning methods, as previously stated, are specific behaviors or cognitive processes that students employ in order to improve their own L2 learning. The word strategy is derived from the ancient Greek word strategy, which refers to procedures or acts conducted in order to win a war. The warlike meaning of strategy has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word (Oxford,2003).

2. Speaking

Speaking is the act of communicating a message from one person to another via the use of language. According to Florez (1999, as cited in Indra 2016) speaking is not only the activity of a process of building meaning by making, getting and understanding information, analyzing the speaking but it is also having a complex step because it is about the situation and the condition of speaking, such as the subject of speaking, the speakers' knowledge, the condition of speakers' environment, and the purpose of speaking. In order to speak, there must be multiple steps in the conversation. Listening, vocabulary, grammar, and pronunciation are only a few of the skills required to achieve the goal of speaking.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter present a review of literature, review of previous study, rationale, and hypothesis. In the literature review and review of previous study, the researcher examines some theories that become the frames of thought of the study. In the rationale, the researcher relates the theories to the study.

A. Review of Literature

1. Learning

Learning is conceptual frame work that describes systematic procedure in organizing experience to achieve specific learning object and serves as a guide for learning and the crier proclaimed and teacher in implementing the learning activities. That statements means learning as role to teacher in the class or that is to guide learning activities (Winataraputra in Sugiyanto, 2008).

2. Learning Strategy

a. Definition of Learning Strategy

The process of how communications English speaking is communicated by language learning methodologies. These have evolved into a key component of language learning. All language learners employ language learning strategies during the course of their

studies. When learning a language, EFL students use a variety of different learning methodologies. The actions ⁴³ or procedures that a learner chooses and uses, whether consciously or unconsciously, to understand the target language or facilitate a language task are known as learning strategies. As stated by Chamot (1987, cited in Macaro, 2001: 17) he defines Learning Strategies as techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. Learners consciously choose ² from a variety of options in order to increase their chances of success in reaching their language learning and usage objectives. When completing activities and ⁴⁴ processing new information, language learners purposefully use language learning strategies. They can understand more clearly and quickly thanks to these techniques. Consequently, employing effective language learning strategies are essential for learning ⁶⁶ a new language.

The definitions of language learning strategies, however, cover a wider range of topics. These concentrate on the individual and any production technique that the individual employs to produce the target language. In addition, for processing input in the target language as a learning method and for communicating in the target language as a communication strategy. The definitions vary in terms of whether they incorporate thoughts or mental processes as well as whether they take consciousness into account when choosing a strategy. In order to learn

effectively, students must utilize learning strategies when learning to speak. When learning to talk, they must practice all of their speaking methods, particularly the learning strategy theory forward by Oxford in 1990.

b. Oxford's Classification of Learning Strategy

This study uses Oxford's theory of learning strategies. In her book entitled "Learning Strategy: what every teacher should know" in 1990. She explains more about learning strategies. According to Oxford (1990) learning strategies are divided into six strategy groups, those are direct strategy which are further divided into; memory strategies, cognitive strategies, comprehension strategies, and indirect strategy which are further divided into social strategies, affective strategies and metacognitive.

1) Direct Strategy

Direct strategy makes a direct contribution to language learning. These activities entail mental language processing such as monitoring, guessing, and clarification. Meanwhile, indirect strategies such as generating opportunities for practice, which did not contribute directly but were involved in language learning, were used. Direct strategies engage with the learners' actual real-life actions when they practice their English. These are divided into three

categories: First and foremost, there's the *memory strategy*. This strategy has to do with how students remember words. Second, there's the *cognitive strategy*. This strategy has to do with how pupils approach their studies. Finally, there's the *compensation strategy*. When students practice speaking, they might use this strategy to compensate for their lack of expertise.

a). Memory Strategy

Memory strategies are methods for making it easier to recall new information. These strategies assist learners in storing new information and skills in memory so that they can retrieve them later when needed. According to Oxford (1990), memory strategies comprise four sets of learning strategies such as; creating mental linkages, applying images and sounds, reviewing well, and employing action. These strategies involve using physical responses or sensation and using mechanical techniques. Students listen to a command and then physically act it out using physical responses or sensations. Using mechanical techniques to memorize new words relates to using media such as flashcards.

b). Cognitive Strategy

The most popular strategies with language learners are usually cognitive strategies. Practicing strategies are among the most crucial cognitive strategies. Furthermore, these tasks entail direct manipulation and change of the language in order to process language input and prepare for language output. ¹⁵ According to Oxford (1990) cognitive strategies are built up of four sets of learning strategies such as; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. These strategies are necessary for both comprehension and production in the new language. These cover taking notes, summarizing, and highlighting.

⁵ c). Compensation Strategy

Compensation strategies are activities that aid learners in filling in any gaps in their target language expertise. These assist learners in using the language despite significant gaps in their understanding. These strategies are designed ¹ to compensate for a lack of grammar and vocabulary understanding. By using these strategies, learners will be able to compensate for their lack of other skills by using particular skills to absorb material or convey ideas.

Language learners, ¹¹ for example, can compensate for their phonological knowledge by using their syntactic understanding. According to Oxford (1990) ⁵ compensation strategies are classified into the strategies of guessing intelligently depending on different types of clues like the linguistic ones and overcoming limitations in speaking and writing. Listening and reading require the ability to make intelligent guesses. Learners do not need to know every single word in order to grasp the broader concept. ⁵⁶ There are two types of clues in these strategies: language clues and other clues. Overcoming restrictions in speaking and writing refers to any compensatory measures for speaking and writing that help learners learn by ¹ allowing them to stay in conversations or write for long enough to gain enough experience, ⁷⁰ such as switching to the mother tongue, enlisting others' assistance, employing ⁴⁰ mime or gestures, partially or completely avoiding communication, choosing a topic, altering or approximating the message, coining words, and using a ⁵ circumlocution or synonym. Listening comprehension, reading comprehension, speaking and writing activities, and vocabulary learning are all popular uses for these strategies.

Compensation strategies, as explained above, assist learners in overcoming knowledge gaps and continuing to speak honestly. Learners require these skills as strategies for expanding their English vocabulary as well as maintaining a smooth conversation.

2) Indirect Strategy

The term "indirect strategy" refers to language learning support and management that does not directly involve the target language. This entails linguistic management processing. Set up a learning plan, control feelings, and include learning by engaging with others, for example. Indirect strategies are those that deal with their learning's actual management. These are divided into three categories: To begin, there are *metacognitive strategies*. These strategies have to do with how students manage their own education. *Affective strategies* are the second type of strategy. These strategies are based on how students are feeling. Finally, there are *societal strategies* to consider. These complex strategy learning through interaction with others.

a). Metacognitive Strategy

Metacognitive strategies are those that go beyond, alongside, or in conjunction with cognitive strategies. These

strategies go beyond solely cognitive gadgets to give learners a mechanism to coordinate their learning process, which includes cognition planning, accessing and employing cognition resources, and assessing the process. According to Oxford (1990) metacognitive strategies are divided into three set of strategies such as centering the learning, arranging and planning the learning and evaluating the learning. Centering strategies are made up of three subcategories of strategies that deal with behaviors that direct learners' attention to the contents they are learning and those they have already studied. These assist students in focusing their attention and energy on certain linguistic tasks, activities, abilities, or resources.

b.) Affective Strategy

Emotions, attitudes, motivation, and values are all examples of affective strategies. ¹¹ One of the most important factors influencing language acquisition success or failure is the learners' emotive side. These three causes include reducing anxiety, motivating ourselves, and assessing our mental state. According to Oxford (1990) there are ⁵ three groups of learning strategies are included under the label affective language learning strategies. They are; lowering anxiety strategies, which implicate following certain ways for making the

learning process to be in a relaxed situation and conditions such as practicing relaxation exercises, taking deep breath, listening to music, etc. Encouragement strategies that encourage learners to take risks and take risks in language learning so that they are not frightened of making mistakes, as well as emotional temperature strategies that assist learners in recognizing bad attitudes and feelings.

c). Societal Strategy

In the language acquisition process, social strategies include engaging in relationships with other people. Learners, EFL teachers, and native speakers of the target language are all possible candidates. Social strategies are built on the idea that learning is a social event, which holds true for language learning as well. According to Oxford (1990) ⁵ social strategies cover three sets of learning strategies such as asking question, cooperating and empathizing with others. Learners can use questioning strategies to clarify items that they don't ¹¹ understand or to verify ⁶⁹ materials to ensure that they are correct. Cooperative strategies, on the other hand, improve language learning in groups or peers by holding each learner ⁵ accountable for his or her own progress and motivating them to reinforce the notion of learning with others. Finally, empathizing strategies help learners build

⁴⁵ cultural understanding and become aware of others' ideas and feelings, allowing them to empathize more effectively.

⁴⁶ According to Oxford (1990), Language learning strategy is categorized into two major groups: Direct and Indirect strategies. Direct strategies identify actions that have ⁷¹ a direct impact on the learning process. Memory, cognition, and compensatory strategies are all part of it. These could aid learners in achieving the target language when there are communication gaps. Indirect strategies, on the other hand, deal with activities that indirectly influence the learning process yet can have a good impact on learners. Metacognitive, emotive, and social strategies are all part of it.

3. Speaking

According to Finegan (1996:15) speaking is to observe of human being engaged in a conversation it to witness several kinds of communication, it means that every people need to speak in relationship with the other person because they life in the social area. School is also social area because the student is not only one. There are many students studying, so they have to speak in order to communication each order. But speaking is different from listening, reading, or writing. ¹⁷ It is thinking what wishes to say, choosing the right words from our vocabulary, putting the words in the paper grammatical framework, communicating the feeling we

have, and so on. Speaking is producing movements: moments of the rib cage, the vocal cords, and the mouth (Smith, Anne: 2009).

Experts have offered some theories of speaking that have the same point of view. As humans, we require speaking as a means of communication in our daily lives. Speaking is the ability to communicate orally with other people, animals, and even oneself about one's beliefs, thoughts, facts, and feelings. It has evolved into a means of communicating by oral activity. They must incorporate some ways to acquire easily in order to be good learners in learning to talk.

However, there are some concepts of speaking that have been explained such as Nunan (2003: 48) (cited in Mart, 2012: 91) speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. Besides, according to Bailey (2000) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. In a slightly different statement, Brown (2004: 140) points out that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". Students learn how to organize thoughts, structure sentences, and communicate language in spoken form with clear pronunciation and understandability in speaking. They must also learn how to communicate the meaning of the language in the situation in which they are speaking.

Furthermore, the ability to create words in language exercise is referred to as speaking. It is the act of speaking or talking out loud to communicate one's thoughts. It indicates that when someone communicates with others using language as a medium, they are expressing something vital in their feelings and thoughts. It is nearly hard for someone to communicate with another without a specific goal in mind. There must be a speaker and an interlocutor when individuals communicate. As a result, communication necessitates the participation of ¹⁴ at least two people: the sender and the receiver. They require communication in order to share information, ideas, opinions, points of view, and feelings. ⁵¹ For foreign language learners, speaking a language is ¹⁸ extremely difficult since effective oral communication necessitates the capacity to utilize the language effectively in social interactions. According to Richards and Willy a. Renandya (2003) speaking is one of the elements of communication. Where language learning is the input modality and communication is the output modality.

As humans, we require communication to express our ideas in order to accomplish anything; moreover, as students or learners, we must communicate with our teachers during the learning process in order to share our ideas. As a result, in a formal setting, teachers and pupils must always interact in order to communicate. In truth, the majority of our daily interactions are still interactional. It must ⁶⁷ be able to communicate in a foreign language. Because communication is mainly based on interaction,

language instructors should give learners with opportunities for meaningful communicative behavior on important topics by using interaction as the key to teach language for communication.

¹¹ a. Basic Types of Speaking

According to Brown (2003: 141) there are five basic types of speaking:

1) Imitation

¹² Imitation is purely phonetic level of oral production, a number of prosodies, lexical, and grammatical properties of language may be included in the criterion skill.

2) Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

3) Responsive

⁵⁰ Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt.

4) Interactive

²⁰ Interactive is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participant.

Interaction can take the two forms of transactional language, which has the purpose of exchange specific information.

5) Extensive (monologue)

Extensive (monologue) include speech, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

b. Micro and Macro-Skills of Speaking

These are micro and macro-skills of speaking stated by Brown (2004:142-143).

1. Micro-skills

- a. Produce differences among English phones and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

- h. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
- i. Produce speech in natural constituent: in appropriate phrases, pause groups, breath groups and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

2. Macro skill

- a. Appropriately accomplish communicative functions according to situations, participants and goals.
- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and-yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization and exemplification.
- d. Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

B. Review on Previous Study

The first previous research of M. Ubaidillah Karomi Safari and Sri Wuli Fitriati (2016) entitled *LEARNING STRATEGIES USED BY LEARNERS WITH DIFFERENT SPEAKING PERFORMANCE FOR DEVELOPING SPEAKING ABILITY*. The subject of this research are two different English courses in Pare, Kediri, East Java and How are the differences learning strategies used by learners with high and low speaking performance. This research for knowing types of strategies are employed by students with high and low speaking abilities to improve their speaking skills. They have difficulties to fulfill some aspects of speaking performance, so they can't use related learning strategy. on the basis of their flaws, M. Ubaidillah Karomi Safari and Sri Wuli Fitriati try to know what kind of learning strategy in speaking that used courses in pare. This research design in observation method. The result is learning strategy that can improve students in speaking skill.

The second previous research by Concilianus Laos Mbato (2020) entitled *Confronting Cultural Barriers in Public Speaking through Multiple Learning Strategies: A Case of Indonesian EFL Learners*. The subject of the research are students of Sanata Dharma University in the 2017-2018 academic year. This research focus on What are the students' perceptions about the role of reflections in public speaking and What are the students' perceptions about the role of peer, teacher, and self-assessments in public speaking. This study supported the argument by allowing Indonesian students to improve their public speaking skills by developing and utilizing their multicultural awareness and diverse learning

methodologies. This research used quantitative data in the form of four sets of Likert type questionnaires were collected at the end of the classes. The result is learning strategies that can create a positive learning environment for students to experiment with learning and empower themselves.

The third previous study entitled *Students' Learning Strategies for Developing Speaking Ability* by Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa (2017). This research take place at SMAN 3 Banda Aceh and the subject is students from four classes. This research focus on learning strategies used by learners with low performance in speaking to improve their speaking abilities and learning strategies that used by learners with high performance in speaking to improve their speaking abilities. This research The main instruments utilized were questionnaires and interviews. The result is the low performance speaking students need to focus more on improving other learning speaking strategies and not be too focused on only compensation and social strategies.

1 CHAPTER III

RESEARCH METHOD

This chapter contains of the discussion of research methodology and it is divided into a) design of the research, b) the role of the research, c) stages of the research, d) place and time of the research, e) source of the data, f) data collection, and g) technique of the analysis.

A. Research Design

In this research, when the researcher does a research there is needed an appropriate method to get the appropriate data. In conducting the research, the writer used qualitative research. Qualitative research seeks to understand a phenomenon and depth of understanding rather than a numeric analysis of data (Ary, 2010: 29). So, by using qualitative research, the researcher can describe life-worlds and to contribute to a better understanding of social realities and to draw attention to processes easily. According Creswell (2012: 16) qualitative is defined as an inquiry process of understanding a social or human problem based on building complex, holistic picture formed with words, reporting detail views of information's and conducted in a natural setting.

In other side, the researcher also knows that there are several research designs that can guide and enable the researcher to obtain data. One of them is descriptive qualitative research. According to Ary (2010: 454) states that case studies can answer descriptive questions (what happened) or attempt to explain why

something happened by looking at a process. They are particularistic (focused on a particular phenomenon, situation, or event), descriptive (providing as an end result a thick rich description), and heuristic (focused on providing new insights). It means qualitative research involve natural approach to the students, and describe some facts systematically and factually.

The questions of how something happened and who was involved are answered by descriptive research, but not the questions of why something occurred or why someone was involved (explanatory research). Descriptive research uses quantitative, qualitative, or a combination of methods to create a detailed profile of an event, condition, or circumstance. Case studies and other methods of collecting data from the field are used in qualitative descriptive research.

In this research, the researcher uses Descriptive Qualitative to design the research and the kind of the research is descriptive study. It is not presented in numbers, but it displays the information on learning strategies applied by the high achievers at the third year students in English Department of Nusantara PGRI Kediri University. A method that is used is descriptive study that is aimed to describe phenomena in details from the field of the research.

B. Procedure of the Research

The procedure of this research is divided into 3 steps, there are preparation, processing, and finishing.

1. Preparation

The activities that are done by the researcher:

a. Formulate the title of research

The first thing that is done by the researcher is formulating the title of the research. After that, the researcher submits it to the lecturer. After the title is agreed, the writer asks ⁷² permission to conduct a research to ²² the lecturer in third year in English Education Department of Nusantara PGRI Kediri University.

b. Arrange the research design

The second, the researcher arranges the research design. In ³ this research, the researcher arranges the research design into descriptive qualitative research. The researcher only describes and observes about the learning strategies that used by ⁵² high achievers in third grade in English Education Department of Nusantara PGRI Kediri University.

c. Collecting the data

²¹ In this part of research, the researcher is collecting data from the students of the research subject, and the research subject itself by conducting observation in learning process. The researcher looks the high achievers when they are making video in group speaking for speaking assessment and their activities after speaking class.

After observing the ³ learning process, the researcher conduct interview with the students, it is to obtain information about how the research subject's habit, attitude and the activeness in the speaking class.

2. Processing

The activities that are done by the writer:

a. Analyzing the data

After getting the data from note of observation and giving question will process then the result of it will be analyzed descriptively to find out the description about the learning strategies used by the high achievers in third grade in speaking class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

3. Finishing

The writer's activities done are:

- a. Arranging the report
- b. Revising of the report
- c. Submitting the report

C. Place and Time of the Research

1. Place

This research took place in English Education Department of Nusantara PGRI Kediri University. It is located in Mojoroto, Kediri, East Java. Nusantara PGRI Kediri University is the number one campus in Kediri and the largest, there are many study programs available. One of them is the English Language Education Program for the Sarjana Degree (S1). In the English Language Education Program, students are taught to

be able to master English skills, one of which is speaking. In this research, the researcher wants to know what learning strategies are used by high achiever.

2. Time

The researcher did this research start from January until July.

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Table 3.1 the Schedule of the Research

No	Activities	Time schedule of the research					
		Jan	Feb	Mar	Apr	Jun	Jul
1	Preparation of the research	√	√	√	√		
2	Getting permission latter from University					√	
3	Getting permission from headmaster					√	
4	Doing observation					√	
5	Doing interview to the students					√	
6	Collecting the data						√
7	Analysis the data						√
8	Writing the result						√

The researcher was conducted in first week of January 2022, which the preparation of the research is approved by writer's advisor, the writer begins to write this research. This research is started in second week of January 2022, which the preparation of the research is about 4 months started from second week of January 2022 until third week of April 2022.

The first week of June 2022, the researcher asking permission letter from University to conduct the research. Then after getting permission from University, the researcher asking permission to the Headmaster that the research will be done. Still in June 2022, the researcher starts to do the interview to the high achievers and will be continued with the observation

while collecting data. In July 2022, the researcher tries to analyzing the data from the observation and tries to writes the result.

D. Subject of the Research

The research subject are three ⁶ high achievers of third grade in English Education Department of Nusantara PGRI Kediri University. As explained before, the high achievers have a very good in speaking skill. Fortunately, they are sits in 3-A class. These high achievers have an excellent score in speaking subject, exactly they got "A" score in extensive speaking 1. They can pronounce vocabularies and sentences well, they can arrange the sentence when they speak with good grammatical, and they can also develop his idea when they speak.

E. Research Instrument

³⁰ The instrument use in this research is observation and interview to the high achievers of the research subject.

1. Observation

Observation is used to get the data and information about the object of this research in the class. In observation, the writer will participate with the source of research. During the research, the researcher will do what they (student) do, and feel the student feel. By using participant observation, the collected data will more accurately, sharp, and complete. According to Carolyn Kessler (1992:167), "Observation is the basis of

decision making about each learner's progress. It is also providing the rationale for specific programming. Observation is an integral part of teaching process". It means that observation has purpose to know the high achievers progress and activeness in learning in learning a language and it can give the opportunity to monitor high achievers' interaction in order to collect the data during learning process.

Because it gives the writer knowledge of the context in which events take place and allows researchers to see that the student who will be observed is willing to interact, observation leads to deeper understanding. The researcher just observes all events occurring during the learning process, makes a note, and creates a check list. It is a means of understanding how speaking is taught, learned, and practiced, as well as the speaking learning method employed by high achievers.

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2. Interview

Interview is the way of getting information by asking the responding directly. Susan Stainback (1988) in Sugiyono (2009:318) states that interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation. It means that by doing interview, the writer will know the deeper understanding about the participant that can't be found by doing observation.

A student interview will follow the researcher's observation of the learning process. This interview is being conducted to learn more about

the research subject's outlook, conduct outside of the classroom, and even level of activity there. The researcher drafts interview questions before speaking with the subject of the study.

3. Documentation

The last instrument the writer uses Sugiyono (2009:329) states that: In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual that describes his or her actions, experience and belief.

Based on the above explanation, the first person to write a document in qualitative research is determined by that person's activity, ability, and confidence. In this study, the researcher collected data in the form of photographs of students that were taken while they were learning outside of the classroom. Photos of high achievers taken during the learning process are intended to assist the researcher while conducting study outside of the classroom.

F. The Technique of Collecting Data

The form of this research is descriptive qualitative research. The researcher does observation during the learning activities to know the process of the study of the research subject and makes note to describe the research subject studies. In this technique, the researcher divides into three parts, such as:

1. Observation

The researcher observes the high achievers (research subject) during they make video and their activity after speaking class. In this part, the researcher sits while observing the research subject about her activeness and his speaking ability after teaching learning process. In this step, the writer observes using check list and note.

2. Interview

In this step, the researcher collects some additional information from the high achievers about the research subject. The researcher collects the information by interviewing the high achievers. It means data of the research will be more detail and qualified enough to conduct the descriptive analysis.

3. Documentation

In this part the researcher takes several documents as evidence of existing phenomena and as information for future research.

G. The Technique of Data Analysis

The process of analyzing the data in this study is focused on understanding how do the high achievers apply the learning strategies in speaking skill. The researcher gets data from interview and observation. The data will be reported descriptively.

According to Bogdan in Sugiyono (2011:244) "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own

understanding of them and to enable you to present what you have to discover to others." It means that data analysis is the process of finding and arranging the data which is in the end it can be easier to read by others.

The data is gotten from the class with observation and questionnaire as main data and the high achievers interview as supporting data. Each step can be explained as follows:

a. Describing data

All the data that were collected from observation and interview will describe clearly based on the result of the research. While from the questionnaire, the researcher just sums the score of each question.

b. After getting and describing the data from the observation and interview, the data were explained into obvious description of information about learning strategies applied by the students.

According to Miles and Huberman in Sugiyono (2011:246) there are three activities in technique of collecting the data. They are data reduction, data display, and conclusion drawing/verification. The following is the explanation about them.

1. Data Reduction

According to Sugiyono (2011:247) data reduction means summarizing, choose the main points, focus to the important things, finding the theme and the pattern. It means that data reduction is the process of finding the important data and deletes the useless. It means that, in this part the researcher starts to write the result based on the

data from the observation before. In this part also, the researcher choose which data is used to support his finding.

2. Data Display

After doing the data reduction, the next step is data display. According to Sugiyono (2011:249) data display in qualitative research can be form table, graphic, pie chard, pictogram, and others. Then based on Miles and Huberman in Sugiyono (2011:249) "the most frequent form of display data for qualitative research data in the past has been narrative text." It means that data display in qualitative research often explained in the form of narrative text. From the explanation above, after doing the data reduction, the researcher should analyze the data based on the observation.

3. Conclusion Drawing/Verification

The last step of technique analyzing data based on Miles and Huberman Model is conclusion drawing/verification. This step is the process for making the conclusion of the research. But the conclusion is still temporary because it can be change when in the process of collecting the data is not found the strong proof to improve the conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The researcher will present the findings of the data analysis in this chapter. After the data analysis or study findings that are used to address the outcome problem, the discussion's conclusion is organized. The problem of the study is the basis for this analysis.

A. Research Findings

Results of speaking strategies used by high achievers were obtained by the researcher through observation and questionnaire. High achievers employ two different sorts of strategies: direct strategies (memory, cognitive, and compensation), and indirect strategies (metacognitive, affective and social).

The results gathered through observation and questionnaire are described below as to how high achievers employed each type of speaking strategy in speaking subject. The following information is provided regarding speaking strategies used by high achievers:

1. Learning strategies used by high achievers in speaking in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

The research used observation to gather data on the learning strategies employed by high achievers. Memory strategies, cognitive and compensatory strategies, metacognitive strategies, affective strategies, and social strategies

are the different categories of learning strategies that high level learners adopt. The following table shows a brief description:

No	Name	Memory Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	-	√	√	-
2	Student 2	-	√	-	√	-
3	Student 3	√	-	-	-	-

No	Name	Cognitive Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	√	√	√	√
2	Student 2	√	√	-	-	-
3	Student 3	√	√	√	-	√

No	Name	Compensation Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	√	√	√	√
2	Student 2	-	-	√	√	-
3	Student 3	√	√	√	√	√

No	Name	Metacognitive Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	-	√	√	√
2	Student 2	√	-	√	√	√
3	Student 3	√	-	√	√	√

No	Name	Affective Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	√	-	-	√
2	Student 2	√	√	-	-	√
3	Student 3	√	√	√	√	-

No	Name	Social Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	-	√	-	√
2	Student 2	√	-	√	-	√
3	Student 3	-	√	-	√	-

Note:

A. Memory Strategies

- Strategy 1 : Use new English word in a sentence
- Strategy 2 : Use rhymes to remember new English words
- Strategy 3 : Use flashcards to remember new English words
- Strategy 4 : Physically acts out new English words
- Strategy 5 : Review English lesson often

B. Cognitive Strategies

- Strategy 1 : Says or writes new English words several times
- Strategy 2 : Try to talk like English native speakers
- Strategy 3 : Practices the sounds of English
- Strategy 4 : Use the English words in different ways
- Strategy 5 : Start conversation in English

C. Compensation Strategies

- Strategy 1 : Use gesture
- Strategy 2 : Make up new words
- Strategy 3 : Try to guess what the other person say
- Strategy 4 : Use a word or phrase that means the same thing
- Strategy 5 : Try to find as many ways to use English

D. Metacognitive Strategies

- Strategy 1 : Pay attention when someone is speaking English
- Strategy 2 : Plan schedule to study
- Strategy 3 : Look for people who can talk to

- Strategy 4 : Has clear goals for improving speaking skills
- Strategy 5 : Think about progress in learning English

E. Affective Strategies

- Strategy 1 : Relax
- Strategy 2 : Encourage self to speak English
- Strategy 3 : Give self-reward
- Strategy 4 : Notice if tense or nervous
- Strategy 5 : Talk to someone about feeling learning English

F. Social Strategies

- Strategy 1 : Ask the other person
- Strategy 2 : Ask English speakers to correct when talk
- Strategy 3 : Practice English with other student
- Strategy 4 : Ask for help from English speaker
- Strategy 5 : Ask questions in English

According to the table above, student 1 employed three memory strategies: using new English words in sentences, using flashcards to help them remember new phrases, and physically acting out new words. Student 2 employed two different types of strategies: they physically acted out new English words and used rhymes to help them recall new vocabulary. Additionally, student 3 only employed one strategy a new English term in a phrase.

Student 1 applied all of the cognitive strategies, which include using new English words repeatedly, trying to speak like a native English speaker, practicing

English sounds, using English words in various contexts, and beginning conversations in English. Student 2 solely employed two types of strategies: trying to speak like English native speakers and repeatedly saying or writing new English words. And student number three employed four different types of learning strategies, including repeating new English terms out loud or in writing, trying to speak like a native English speaker, practicing English pronunciation, and beginning conversations in the language.

In compensation strategies, students 1 and 3 used a variety of learning strategies to improve their speaking skills. These strategies included using gestures while speaking, making up new words, attempting to understand what the other person was saying, using a word or phrase that meant the same thing, and attempting to use English in as many different contexts as possible. While student 2 only employs two strategies, try to infer what the other person is saying and respond with a similar-sounding word or phrase.

All of the high achievers employed the same four metacognitive strategies: paying attention when someone speaks English, looking for conversation partners, having specific speaking skill improvement goals, and reflecting on their English language learning progress.

The same learning strategies relax, encourage oneself to speak English, and chat to someone about how it feels to learn English were employed by students 1 and 2 in Affective Strategies to improve their speaking abilities. While student 3 use a variety of learning strategies, including relaxation, encouraging oneself to

speak English, rewarding oneself, noticing when one is anxious or nervous, and talking to someone about how one is feeling while learning English

The same strategies that student 1 and Student 2 employed in Social Strategies were to ask the person taking the order, practice English with the student taking the order, and ask questions in English. Student 3 uses just two learning strategies to improve her speaking skills: asking an English speaker to correct her when she speaks and seeking assistance from an English speaker.

2. The application of speaking learning strategies used by high achievers in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

The researcher learned the outcomes of the high achievers use of learning strategies to improve their speaking abilities through the interview that was conducted. Memory strategies, cognitive and compensation strategies, metacognitive strategies, affective strategies, and social strategies are the different categories of learning strategies that high achievers adopt. Below are the descriptions:

A. Memory Strategies

High achievers used two memory strategies: using memory strategies for retrieval and reviewing well. The short explanation is given here.

1. Reviewing Well

All three of the high level students effectively used reviewing to improve their speaking skills. In the interview regarding the application of

these strategies, students 1 and 2 stated that after learning a new set of English vocabulary words, they would practice them right away, take a break, and then practice the words again an hour, two hours, and so on until they had truly memorized the words and their meanings. Student 3 is an exception; after practicing the words, how they sound, and how to pronounce them, she inserted the word into a context or recombined it into a sentence so she could recall the words and their meaning right away.

2. Using Memory Strategies for Retrieval

Not all three of the high achievers used this strategy to improve their speaking abilities. Student 2 is the only one that used this strategy, and you can see him or her using it here. She created the assumption that "*kursi*" was composed of liquid when she learnt new words, such as the English for "*kursi*" (*cairan/cair* - Indonesian), in order to remember it more easily. This is because, in her opinion, the pronunciation and spelling of "*cair*" and "*chair*" are nearly identical.

B. Cognitive Strategies

Here is an explanation of how the high achievers used the two cognitive strategies, strategy of repetition and using resources for receiving or sending messages:

1. Repeating

This strategy was used in a variety of ways; each student used it in a different way. Student 1 used this strategy by listening to music

or a recording, imitating the pronunciation, and repeating the process if the word was unclear until she truly understood what she had learnt. Student two used this strategy by repeating new words aloud in the same way each time in order to make them habitual. When reading a book, student 3 repeatedly repeated a specific phrase or sentence.

2. Using Resource for Receiving or Sending Message

High achievers virtually always use this strategy in the same way. They typically used printed or electronic dictionaries when they were having issues explaining anything or expressing themselves. While they checked up "Oxford" (printed or electronic) when they had trouble pronouncing a word or sentence. Additionally, they asked of other people, such as their friends or their lecturer.

C. Compensation Strategies

High achievers used four strategies in compensation strategies: switching to the mother tongue, getting help, using mime or gesture, and using synonyms. Each student has a unique application, and the following are the explanations:

1. Switching to the Mother Tongue

Each time they spouted English, all high achievers nearly used the same application of this approach. Because she didn't know how to say "bakso" in English, student 1, for example, remarked, "I ate bakso this morning"

2. Getting Help

This strategy was employed by all high achievers when learning how to talk. For instance, a student once asked her friend or the professor for help when she was unsure of the meaning of a phrase or sentence. Student 2 asked her friend/lecturer, although she typically asked her uncle because he taught English.

3. Using Mime or Gesture

Student numbers 1, 2, and 3 mostly always used the mime or gesture strategy. For example, a student who didn't yet know how to say "open the door, please" mimes opening a door while pointing at it in the hopes that the other person will understand what she means and do the same.

4. Using Synonym

Student 3 is the only high achiever who uses this strategy; she typically does so when she doesn't know the appropriate English word. For instance, she referred to "a thing you dry your hands on" when she couldn't pronounce "towel" in English.

D. Metacognitive Strategies

High achievers also employ metacognitive strategies, which include paying attention, seeking out opportunities for practice, and self-evaluation. Here are the explanations.

1. Paying Attention

This approach is used with high achievers. The three students used this strategy by paying attention to what others (lecturer, native speaker, trusted resources) said and then copying the pronunciation, rhymes, etc.

2. Seeking Practice Opportunity

The high achievers used this learning strategy when they visited Bali the previous year. They visited many tourist destinations in Bali and spoke with numerous visitors from all over the world, including those from America, Europe, and Australia, who spoke English as their primary language. With the traveler, the students undoubtedly got some English practice. They discussed a wide range of topics, including education, society, and culture. This was really beneficial for everyone wanting to learn English, not just students.

3. Self-evaluation

Student 1 is the only one who used this strategy. Student 1 used this strategy by recording her own speech and comparing the recorded sound to that of a native speaker. While students in grades 2 and 3 practiced speaking in front of a mirror while addressing others, introducing them, and describing objects. If they thought there was something missing, they would start over and repeat the entire speech until they were satisfied.

E. Affective Strategies

High achievers use affective strategies such as progressive relaxation, deep breathing, meditation, music, and rewards to improve their speaking skills. Below are explanations of each strategy.

1. Using Progressing Relaxation, Deep Breathing, or Meditation

The only student to use this strategy out of the three high achievers was student number two. Student 2 does deep breathing exercises to calm herself down whenever she feels anxious about speaking in front of the class.

2. Using Music

This strategy was actually used by students 1 and 3. They first listened to music to help them relax before they began practicing speaking.

3. Rewarding

Student 1 uses this strategy, however students 2&3 do not. Student 1 rewarded herself by eating her favorite food after each successful presentation in class. Student 2 enjoyed a movie in the theater as a reward.

F. Social Strategies

High achievers used Asking for Correction and Cooperating with Peers as their final two social strategies. These provide as explanations.

1. Asking for Correction

Only one student out of all the others uses this strategy, and that student is number 2. The example was when she asked for her lecture to be rectified because her lecturer seemed surprised by what she said or made mistakes. She finds this strategy to be quite beneficial for improving her speaking confidence.

2. Cooperation with Peers

These high achievers all use this strategy. Fortunately, students 1, 2, and 3 in this study are in the same class and frequently work together to form study groups. Automatically, they worked on their communication skills. When someone messed up, someone else solved it. This strategy was quite helpful for improving their communication skills.

B. Discussion

Based on the above mentioned results, the researcher is aware of the types of learning strategies used by high achievers when learning to speak. Direct strategies and Indirect Strategies were the two different categories of strategies. Indirect Strategies also contain three strategies: Metacognitive Strategies, Affective Strategies, and Social Strategies. Memory Strategies, Cognitive Strategies, and Compensation Strategies make up Direct Strategies itself.

1. Learning strategies in speaking used by high achievers in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

There were six different learning strategies that were used by high achievers: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. It is supported by Prado & Plourde (2005) that there are hundreds learning strategies in speaking skill available to help students with their comprehension at different levels.

The high achievers employed three memory strategies: using new English words in sentences, memorizing new English phrases using flashcards, and physically acting out new English words.

High achievers employed five cognitive strategies in this course: they said new English words aloud or in writing several times; attempted to speak like English native speakers; practiced the English sounds; used the English words in various contexts; and began an English discussion.

The same thing occurred with compensation strategies; high achievers used five different learning strategies to improve their speaking skills. These strategies included gesturing while speaking, making up new words, trying to guess what the other person was saying, using a word or phrase that meant the same thing, and trying to use English in as many different contexts as possible.

In terms of metacognitive strategies, the high achievers employed four strategies: paying attention while English is being spoken, seeking out

conversation partners, setting specific speaking goals, and reflecting on their English language learning progress.

The high achievers employed five different types of affective learning strategies, including relaxation, motivating oneself to speak English, rewarding oneself, noticing when one is tense or nervous, and talking to someone about how one is feeling when learning English.

The high achievers employed three strategies for the final strategy, social strategies, including asking the other person a question, speaking English with another student, and asking questions in English.

From the explanation above, the writer could conclude that the high achievers used all kinds of learning strategies to enhance their speaking ability. According to previous study by Sofyan A. Gani, Dian Fajrina & Rizaldy Hanifa (2014) in their thesis with the title "Students' Learning Strategies for Developing Speaking Ability", they agreed that students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills.

2. The application of learning strategies in speaking used by high achievers in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

Memory strategies, cognitive and compensation strategies, metacognitive strategies, affective strategies, and social strategies are the different categories of learning strategies that high achievers adopt. High

achievers used two memory strategies: using memory strategies for retrieval and reviewing well. The high achievers used two strategies in Cognitive Strategies: repeating and using resources for receiving or sending messages. High achievers in Compensation Strategies utilize strategies such as Switching to the Mother Tongue, Getting Help, Using Mime or Gesture, and Using Synonym. High achievers also used three metacognitive strategies, including paying attention, seeking opportunities for practice and self-evaluation. High achievers used strategies including progressive relaxation, deep breathing, meditation, using music, and rewarding to improve their speaking skills in Affective Strategies. The last strategy used by high achievers was social strategies, but they used cooperating with peers and asking for correction. These provide as explanations.

From the explanation above, the writer could conclude that the strategies applied by high achievers are various as well; different student has a different strategy. According to previous study by Sri wahyuni (2013) in her thesis with the title "L2 Speaking Strategies Employed by Indonesian EFL Tertiary Students Across Proficiency and Gender", she agreed that students had their own learning strategies that helped them in learning something especially in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses research's conclusions and recommendations. finding and discussing. The researcher informs the lecturer and other students of the conclusion of the research problem and the suggestion for this purpose.

A. Conclusion

It is known from the research's previously discussed findings that high achievers use a variety of learning strategies. High achievers use a variety of learning strategies, including using new words in sentences, using flashcards to remember new words, physically acting out new words, saying or writing new words several times, trying to speak like English native speakers, practicing the sounds of English, using the words in various contexts, beginning conversations in English, gesturing when she speaks, making up new words, and attempting to guess what the other person is saying, pay attention when someone is speaking English, seek out conversation partners, establish clear goals for improving speaking abilities, consider your progress in learning the language, relax, encourage yourself to speak English, reward yourself, watch for signs of reactions to stress, ask questions in English, talk to someone about how you feel about learning the language, and practice your English with other students.

High achievers applied two strategies, Review Well and Using Memory Strategies for Retrieval. Every student has their own application to each learning strategy in memory strategies. The high achievers in Cognitive Strategies use two strategies: repetition and using resources for receiving or sending messages. High achievers use four strategies in compensation strategies: switching to the mother tongue, asking for assistance, using mime or gesture, and using synonyms. The high achievers used three strategies for metacognitive strategies: paying attention, looking for practice opportunities, and self-evaluation. High achievers use affective strategies such as progressive relaxation, deep breathing, meditation, music, and rewards to improve their speaking skills. They used Asking for Correction and Cooperating with Peers in Social Strategies.

B. Suggestion

Discussion of the findings and the study's conclusion, the researcher suggests the following:

1. To the students

The speaking learning strategies used by high level achievers in their daily activities to achieve their goals should be used by other students to improve their own speaking abilities.

2. To the lecturer

The lecturer can give tasks that will help students' speaking abilities by being familiar with the strategy that the students had used.

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