

**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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**ENGLISH EDUCATION DEPARTMENT  
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NUSANTARA PGRI KEDIRI UNIVERSITY**

**2022**

**APPROVAL PAGE**

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2. The Skripsi is totally independent of my work and it is not the result of plagiarism from the work of others.

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## **MOTTO AND DEDICATION**

### Motto

- ❖ Ketinggian derajat pemuda tergantung pada kenyakinannya. Setiap orang yang tidak memiliki keyakinan, maka ia tidak ada gunanya (Al-Imrithy).
- ❖ When you want to give up, look at back and then see how far you have climbed to reach your goals.

### This Skripsi is dedicated to:

- ❖ My parents, who always pray and support me. The only reason I do what I do and I live what I live. The inspiration of my life, the true and the pure existence of love. Thanks you for your patient and kindness.
- ❖ All of my friends, who always give me motivation and make me smiling even laughing with your absurd stories.
- ❖ Every night, a cup of coffee, and a cigarette that has accompanied me in every night.

## ABSTRACT

**MISBAHUL IHSAN**, 18.1.01.08.0029, Learning Strategies Used by High Achievers in Speaking Class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022, English Education Department, Faculty of Teacher Training and Education, July 2022.

Keyword: Speaking Skill, Learning Strategies, High Achievers.

Learning strategies in speaking skill means technique that learners employ to enhance their speaking ability. There are two learning strategies include Direct Strategies (Memory, Cognitive, and Compensation) and Indirect Strategies (Metacognitive, Affective and Social).

Students use these learning strategies to increase their speaking ability. Sometimes students feel difficult and afraid to practice their speaking because they have few vocabularies, so they are confused about what to speak. To solve students' problems in speaking they need to use learning strategies appropriate with them. Thus study aims at answering the following questions. (1) What kind of learning strategies used by the high achievers, (2) How do the high achievers use the speaking learning strategies.

This research is qualitative in which the researcher is the key instrument. The researcher chooses three high levels to become the subjects. There were three females that got "A" score in Extensive Speaking I subject. To collect the data, the researcher used participant observation, questionnaire, and interview. To analyze data, use the first data reduction by making summary of the data, choosing important information, and focusing on the important of the data. Second use data display by make short explanation or summary. Third make conclusion or verification, the conclusion could answer the research questions or maybe not be able to answer because the research questions were temporary.

The learning strategies that used by the high achievers are direct strategy. Place new words or expression that has been heard into a meaningful context. Practice or saying the same thing several times. Record themselves so they can hear and compare their own voices with a native speaker's voice. Recombining involve constructing a meaningful sentence or longer expression by putting together known elements in new ways. Practice speaking with other people in natural setting provides interactive. Asking someone for help in a conversation.

The speaking lecturer can give assignments that can improve students' learning strategies especially in speaking skill. The researcher hopes this study will useful for readers and other researcher to conduct their research in different skill.

## ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish this Skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This Skripsi entitle “Leaning Strategies Used by High Achievers in Speaking Class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022”. The researcher realizes that this Skripsi is far from perfect and has many weaknesses, thus he needs critic and suggestion better.

Therefore, she would like to express her gratitude:

1. Dr. Zainal Afandi, M.Pd., as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd., as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd., as the head of English Education Department.
4. Dr. Sulistyani, M.Pd., as the first advisor who has many valuable hours to give guidance, suggestion and correction.
5. Drs. Agung Wicaksono, M.Pd., as the second advisor who has many valuable hours to give guidance, suggestion and correction.
6. Mahendra Puji Pernama Aji, M.Pd., as the examiner who has guided the researcher.

7. All lecturers of English Education Department who have given valuable knowledge and science during his study at the teacher training and education faculty of Nusantara PGRI Kediri University.
8. The researcher's beloved parents who always pray all the time for finishing this thesis and their greatest support, love and impression.

May Allah bless them for all they have done.

Finally, the researcher realizes that this Skripsi is far from being perfect. Therefore, he expects any suggestions and criticism in order to improve this Skripsi. Furthermore, he hopes that this Skripsi is going to be useful not only for the researcher but also for the readers.

Kediri, 21 Juli 2022



**Misbahul Ihsan**

NPM. 18.1.01.08.0029



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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. 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 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 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 speakin.



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