

ABSTRAK

Penelitian yang berjudul *Language Learning Strategies Used by Learners in Learning Speaking* adalah sebuah studi deskriptif yang bertujuan untuk mengidentifikasi penggunaan strategi pembelajaran atau *language learning strategy* (LLS) pada pembelajaran *speaking* Bahasa Inggris siswa di sebuah kelas model di salah satu SMA di Cimahi serta perbedaan strategi tersebut pada siswa peraih nilai tertinggi dan terendah di kelas tersebut. Pada penelitian ini, diperoleh data kualitatif dan kuantitatif. Oleh karena itu, *a mixed method design* digunakan. Sebagai teknik pengumpulan data untuk menjawab pertanyaan penelitian, kuesioner yang dimodifikasi dari SILL, dokumen nilai, dan interview digunakan. Analisis kualitatif dan kuantitatif secara khusus dilibatkan dalam analisis data pada penelitian ini. Data tersebut menunjukkan bahwa untuk strategi keseluruhan siswa, *compensation strategies* (M=3,48) adalah strategi pembelajaran yang paling sering digunakan. Sebaliknya, *memory and affective strategies* merupakan strategi pembelajaran yang paling jarang digunakan siswa (M=2,64). Sementara itu, perbedaan strategi pembelajaran antara siswa peraih nilai tertinggi dan terendah ditunjukkan dalam hal frekuensi penggunaan strategi, kategori strategi dan variasi strategi pembelajaran.

Keywords: strategi pembelajaran, berbicara, kelas model, siswa peraih nilai tertinggi, siswa peraih nilai terendah.

Yuli Rachmawati, 2013

Language learning strategies

Used by learners in learning speaking

(A Descriptive study of learners in an exemplary class in one of senior high schools in Cimahi)

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ABSTRACT

The study entitled *Language Learning Strategies Used by Learners in Learning Speaking* is a descriptive study aiming to investigate the learners' use of LLS in learning speaking in an exemplary class of a senior high school in Cimahi as well as the strategy differences used by the high and low achievers of the class. Since both quantitative and qualitative data are obtained, a mixed method design is employed. A modified questionnaire of SILL, score recording, and interviews are used as the data collections to answer the current research problems. Both quantitative and qualitative analyses are purposely involved in this design of study. The findings show that for the overall learners, compensation strategies (M=3,48) are the most frequently used strategies among others. By contrast, memory and affective strategies are the least frequently used strategies (M=2,64). Meanwhile differences in the high and low achievers in speaking are found in terms of the frequency of use, strategy category, and variety of strategy.

Keywords: Language learning strategy, speaking, exemplary class, high achiever, low achiever

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