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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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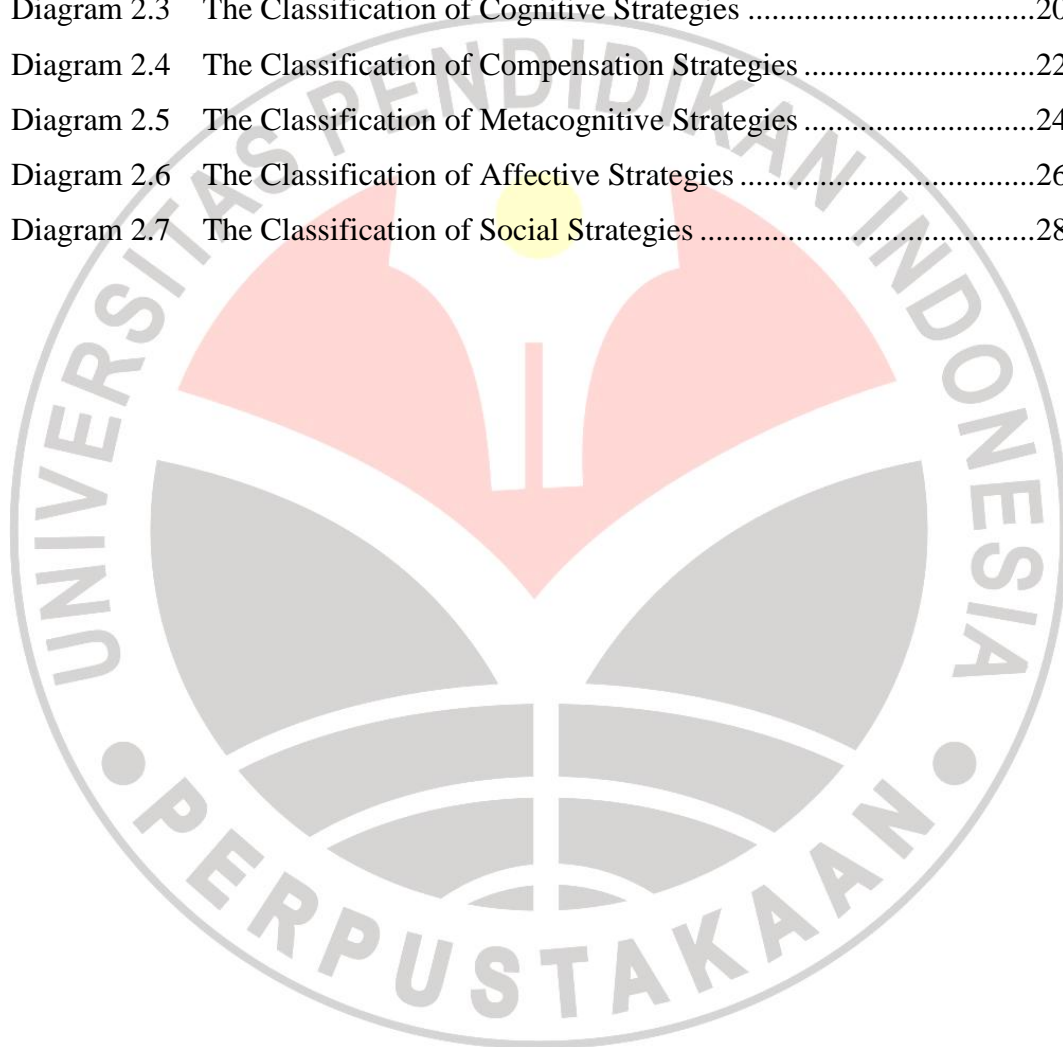
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