

## ACKNOWLEDGEMENTS

*Bismillahirrahmaanirrahim,*

All praise is due to Allah, the Lord of the worlds, who gives me all strengths to finish all kinds of task including this paper. *Shalawat* may always be to the Messenger of Allah, Muhammad *saw*, the noble man to be followed until the end of the day.

This writing is indeed a long-yet-enjoyable struggle for the writer. In the journey of the writing, many valuable experiences are faced as a starting point to get better pieces of life. Therefore, I would like to say thanks to many people involved in the accomplishment of this writing.

First and foremost, I would like to express my sincere gratitude to my parents as they have provided me with a-never-ending love as well as prayers and support to let me walk in this path. Their wisdom sets the light when it grows dark.

Then, my deepest gratitude is for my great supervisors, Prof. Dr. Nenden Sri Lengkanawati, M.Pd and Budi Hermawan, S.Pd., M.PC who always help and encourage me to finish this challenging task. May Allah gives back every single support that they have given me in much better ways.

After that, I also wish to thank Rd. Karunia Swandarini, S.Pd., M.Pd. as she has given me chances and supports for the study. May Allah blesses her with His love and guidance forever.

Then, my special thanks are also for my best friends in English Education Program, Wildan Nurul Aini, Susi Fitria, and Anna Nur Annisa. For the cheers we have had, the struggle we have faced, as well as the sadness and fear we have met together, I thank God for having you all. May Allah always keeps you all in the right path perpetually.

I extend my truthful thanks to my best friend Sekar Sulistyatuningsih, S.Fam, my extraordinary friends in an awesome class '*Big Edu B*', all dear friends in English Education Department 2008, along with all my beloved friends in RUMUS Cimahi for their precious encouragements and prayers. I also thank to all friends and people who have directly or indirectly involved in this task. May Allah guide them now and forever.

Yuli Rachmawati

## 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

## TABLE OF CONTENTS

<b>AKNOWLEDGEMENTS.....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF DIAGRAM .....</b>	<b>vii</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1. Background .....	1
1.2. The statements of problem .....	4
1.3. Aims of the study .....	4
1.4. Scope of the study .....	5
1.5. Significance of the study .....	5
1.6. Methodology .....	6
1.7. Clarification of terms .....	7
1.8. Organization of the paper .....	8
<b>BAB II THEORETICAL FOUNDATION .....</b>	<b>10</b>
2.1. The framework of language learning strategies .....	10
2.1.1 Definition of language learning strategies .....	10
2.1.2 Characteristics of language learning strategies .....	12
2.1.3 Classification of language learning strategies .....	16
2.2. Language learning strategies and speaking skills .....	29
2.3. Review of previous studies .....	31
2.3.1 The studies of language learning strategies in learning speaking .....	31
2.3.2 The studies of good language learners .....	32
2.4. Synthesis.....	33

<b>BAB III METHODOLOGY .....</b>	<b>34</b>
3.1. Research design.....	34
3.2 Research site and participants .....	35
3.3. Data collection techniques .....	36
3.4. Data collection procedure .....	40
3.5. Data analyses.....	41
3.5.1 Analyzing quantitative data.....	42
3.5.2 Analyzing qualitative data.....	43
 <b>BAB IV FINDINGS AND DISCUSSION .....</b>	 <b>45</b>
4.1. The language learning strategies used by learners in an exemplary class in learning speaking .....	46
4.1.1 The six categories of language learning strategies used by the learners in learning speaking .....	46
4.1.2 The details of every strategy category of the questionnaire.....	52
4.2. Differences in the language learning strategies used by high achievers and low achievers in speaking .....	55
4.2.1 The questionnaire result of the six strategies used by the high and low achievers .....	55
4.2.2 Analysis of individual strategy category in the questionnaire for high and low achievers in speaking.....	61
4.2.3 Interview analysis of strategy use by high and low achievers in speaking .....	66
 <b>BAB V CONCLUSION .....</b>	 <b>73</b>
5.1. Conclusion .....	73
5.2. Suggestions .....	75

## LIST OF TABLES

Table 2.1	Experts' classification of language learning strategies.....	17
Table 3.1	SILL Profile of Results by Oxford (1990).....	42
Table 4.1	The all learners' strategy usage by six strategy category .....	46
Table 4.2	The average score (Mean) of the overall strategy usage .....	51
Table 4.3	The detail of the more specific strategy used by all learners .....	53
Table 4.4	The average of the overall strategy usage of high and low achievers .....	56
Table 4.5	The average of the six strategy usage of the high and low achievers .....	57
Table 4.6	Rank of strategies by the high achievers and the low achievers.....	59
Table 4.7	The detail of the more specific strategy used by the high and low achievers.....	61
Table 4.8	Different peer functions of the high achievers and low achievers.....	71

## LIST OF DIAGRAM

Diagram 2.1	The language learning strategy system by Oxford (1990).....	17
Diagram 2.2	The Classification of Memory Strategies .....	19
Diagram 2.3	The Classification of Cognitive Strategies .....	20
Diagram 2.4	The Classification of Compensation Strategies .....	22
Diagram 2.5	The Classification of Metacognitive Strategies .....	24
Diagram 2.6	The Classification of Affective Strategies .....	26
Diagram 2.7	The Classification of Social Strategies .....	28

## LIST OF FIGURES

- Figure 4.1 Language Learning Strategies Used by Learners  
in Learning Speaking .....48
- Figure 4.2 Strategies used by high and low achievers .....58





## LIST OF APPENDICES

- Appendix A Mean of overall SILL
- Appendix B The result of SILL
- Appendix C The questionnaire of a modified SILL in Bahasa Indonesia
- Appendix D Learners' speaking test result
- Appendix E Individual items of the questionnaire result of all learners
- Appendix F Individual items of the questionnaire result of high achievers and low achievers
- Appendix G The learners' questionnaire of a modified SILL
- Appendix H The interview transcript of the high and low achievers