

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about speaking and learning strategies.

A. Speaking

1. The Definition of Speaking

Speaking is very important in our life. We used speaking to express our idea, something we needs, and our feels. There are many definitions of speaking in language learning proposed by some experts. According to Clark and Clark (1977:3) define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt (2005:34) points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also involves interaction which carries out a two-way communication using language and nonverbal codes to keep the listener pays attention to what the speaker is saying and to check that the listener understand the speaker's meanings.

Thorn bury (2001:5) argues that in the nature of speaking, speakers do some important parts to express their intentions. They should deal with speech production and self-monitoring, articulation of their words and should manage their talk accurately and fluently. In terms of spoken language types, Brown and Yule (1983) in Nunan

(1989:27) mention two basic genres of speaking related to its function: transactional and interactional. Transactional conversation concerns with the transfer of factual information while interactional conversation is aimed to promote and maintain social relationship. In addition, Brown (2001:251) mentions two types of spoken language i.e. monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcasts, while the listener has to process long stretches of speech without interruption.

From the definitions above, it can conclude that speaking is a tool of human communication as a suggestion to express and express opinions, words that we want speaking and we can interact with the world wide community.

2. The Importance of Speaking to Mastery

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

In-order to become a well rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, as **Robert Frost** once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." Undoubtedly, the clarity in speech reflects clear thinking. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

3. Aspect of Speaking

Sometimes people use a lot of time in learning English. But most of them have not mastered English properly. Sometimes when they talk it is difficult for the listeners to understand. Speaking is not only speak freely, in order to make other people understand about someone's speak it should have many aspect to make speaking clearly and understandable. There are four importance aspects in speaking:

a. Vocabulary

Vocabulary is aspect that should be paid attention in the speaking when the people make a conversation, because if the people have many vocabularies they will speak easily and also easily to listening when they

on the real communication. The importance of vocabulary instructions established with attention to the theoretical foundation that support the importance of student interaction with target vocabulary word. The learners should master vocabulary that will make easier for him or her to express their idea in communication.

b. Pronunciation

Pronunciation is one of the important aspects to make people's speaking clearly, because if the pronunciation is not good enough the people who accept the information will be confused about the information they got. Pronunciation is the way to utter the word in language by the appropriate composition. Pronunciation includes the important aspects such as stress, accent, and intonation that should get the content in pronunciation in order to master their speaking skills.

Some people think that pronunciation is one of the difficult aspects in speaking because there are differences between pronunciation and spelling, also some sounds in English do not exist in some other language. This can make it very difficult for the students to recognise these sounds and even more difficult for them to pronounce them correctly. So, some students need to do a lot of work on these sounds, listening to them, trying to recognise them and trying to copy them.

c. Grammar

Grammar is one of the important aspects to make us understand about the system and patterns we use to select and combine words. The features of a language (sounds, words, formation, etc.). Considered systematically as a whole, esp. With reference to their mutual contrast and relations. In the other side grammar is the study and practice of the rules by which words change their forms and are combined into sentences (Joyce, Helen, 1999 : 4). Grammar is one of the important aspects in speaking to provide good speaking, generally there are so many grammar that should be mastered by students to improve their speaking. There are many ways in which students can revise and improve their grammar not only helps by their teacher but also they can do that by their own way.

d. Fluency and accuracy

Accuracy and fluency are a part that have a relationship between both of them, in order when people try to speak they should have the accuracy and fluency to show if they are mastered what will they want to speak up. According to Joanna Baker and Heather Westrup (2003 : 7) fluency is the speaker can express themselves appropriately and without hesitation. Accuracy is speakers do not make a mistake in grammar, vocabulary and pronunciation.

The aspects of speaking above every student needs to master. Good speaking is the speaking that be able to understand other people clearly. To clear the speaking usually the people pay attention to the aspects of the speaking as their references. But

to mastery the aspects of speaking, the people should learn all of the aspect of speaking clearly. The purpose to easier learn aspects of speaking, usually the people has own learning strategy.

B. Learning Strategies

1. The Definition of Strategies

Strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Actually there are many definition of strategies. In improving students speaking ability, student strategies is very important in teaching and learning speaking. In education J.R. David (1976) cited in Ibad (2015:13) stated that strategy is a plan, method, or series of activities designed to achieves a particular educational goal. So, teaching strategy can be defined as a plan than contains a series activities designed to achieve specific educational goals.

The strategy design to achieve a certain goals so, the direction of all decision is the achievements of strategy that prepare the learning steps, the use of various facilities and learning resource are all directed in an effort to achieve the goal. Therefore it is necessary to formulate clear objectives, which can be measured by it's success, because the main goal is the basic implement of a strategy. An English teacher has a specific strategy to improving students speaking ability.

Strategy is a word with many meanings and all of them are relevant and useful to those who are charged with setting strategy for their corporations, businesses, or

organizations. Some definitions of strategy as offered by various writers spanning the years 1962 to 1996 are briefly reviewed below.

According to Henry Mintzberg, in his 1994 book, *The Rise and Fall of Strategic Planning*, points out that people use "strategy" in several different ways, the most common being these four:

1. Strategy is a plan, a "how," a means of getting from here to there.
2. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
3. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.
4. Strategy is perspective, that is, vision and direction

Alfred D. Chandler, Jr., author of *Strategy and Structure* (1962), the classic study of the relationship between an organization's structure and its strategy, defined strategy as "the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources for carrying out these goals." (As we will see later, it is the *allocation* of resources that ties the civilian use of strategy to its military origins.)

Robert N. Anthony, author of *Planning and Control Systems* (1965), one of the books that laid the foundation for strategic planning, didn't give his own definition of strategy. Instead, he used one presented in an unpublished paper by Harvard colleague Kenneth R. Andrews: "the pattern of objectives, purposes or goals and major policies and plans for achieving these goals stated in such a way as to define

what business the company is or is to be in and the kind of company it is or is to be.” (Here we can see the emergence of some vision of the company in the future as an element in strategy.)

Kenneth Andrews, long-time Harvard professor and editor of the *Harvard Business Review*, published the first edition of *The Concept of Corporate Strategy* in 1971 and updated it in 1980. His published definition of strategy took this form in the 1980 edition: “the pattern of decisions in a company that determines and reveals its objectives, purposes or goals, produces the principal policies and plans for achieving those goals, and defines the range of businesses the company is to pursue, the kind of economic and human organization it is or intends to be, and the nature of the economic and non-economic contribution it intends to make to its shareholders, employees, customers, and communities.” (Andrews’ definition of strategy is rather all-encompassing and is perhaps best viewed as a variation on the military notion of “grand strategy”.)

George Steiner, a co-founder of the *California Management Review*, and author of the 1979 “bible,” *Strategic Planning: What Every Manager Must Know*, observed that there was little agreement on terms or definitions and confined his discussion of the definition of strategy to a lengthy footnote. But, nowhere does he define strategy in straightforward terms.

Michael Porter, another Harvard professor, became well known with the publication of his 1980 book, *Competitive Strategy*. Porter defined competitive strategy as “a broad formula for how a business is going to compete, what its goals should be,

and what policies will be needed to carry out those goals.” (In contrast with Andrews’ definition, Porter’s is much narrower, focusing as it does on the basis of competition.)

2. The Learning Strategies

In learning a foreign language the learning strategies is very importance. According to Jasmina Hasanbegovic “learning strategies refer to Students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals”. Therefore, implementation of appropriate learning strategies is related to student's self-regulation behavior which in turn should be encouraged by pedagogical designs. Learning strategies are ways to assist in learning. Learning strategy is one of important things that always had by every student. While most of students has different strategies in their learning process based on their own characteristics, their ability and their skills. Student’s learning strategies can help all students get more excited about the subject, lesson, explore and understand the fact, enjoy grappling with the implications and be more willing to put what they have learned into practice.

Learning strategies have been defined by several researchers, such as: According to O’ Malley and Chamot (1990, p.1) define learning strategies as “ special thought or behaviors that individuals use to help them comprehend learn or retain new information. Each person’s individual learning strategy is as unique as signature because every students have their own characteristic in their learning process. Brown

has stated that strategy is divided into direct and indirect strategies. The direct strategies consist of memory strategies, cognitive strategies, and compensation strategies.

This definition explained by Bialystok (1978:71) language learning strategies are optional for exploiting available information to improve competence in a second language. Learning strategy is the way of the student's reactions and use their stimuli that they accepted in their learning process. Generally many definitions tells about learning style based on the expert. Actually learning strategy is specific method used by students to solve a problem or tasks when they are learning based on the students to process their information that they get according to their character, skills, ability, and like.

From the discussion above we can conclude that learning strategy is the way of the students to help them learn and getting new information to reached their goals according to their favorite way, because if the students learn some information according to their favorite it will be easier to accept these information.

3. The Importance of Language Learning Strategies in Language Learning and Teaching

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non

observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. According to Fedderholdt (1997:1), the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socio effective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning.

Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies.

As Oxford (1990:1) states, language learning strategies "are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides

developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lessard-Clouston 1997:3). Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning.

However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success.

4. Type of Language Learning Strategies

There are many types of learning strategies according to some expert. Every expert have own types based on their experience, it can be seen by their point of view when they talked about learning strategies. Learning strategies have been classified by many researchers (O'Malley, 1985; and Oxford, 1990). These taxonomies are presented as follows:

- a. Learning strategies have been differentiated into three categories depending on the level or type of processing involved (O'Malley and Chamot (1990:44-45)

O'Malley and Chamot (1990:44-45) divide language learning strategies into three main subcategories, namely Meta-cognitive strategies, Cognitive strategies and Socio-affective strategies. First, meta-cognitive strategies refer to a term used in information-processing theory to indicate an "executive" function, that is, the strategies which involved planning for learning, thinking about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. Second, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies. Third, socio affective strategies have to do with social mediating activities and interacting with others.

1. Metacognitive strategies

O'Malley and Chamot (1990:44-45) says that metacognitive strategies are higher order thinking skills that students use to manage their own language learning. Metacognitive strategies are the strategies which involve planning for learning, monitoring and evaluating learning after an

activity is completed. Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way.

O'Malley and Chamot (1990:44-45) divided Metacognitive Strategies into three sets of strategies they are centering your learning, arranging and planning your learning, and evaluating your learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and valuation of progress.

a) Advance Organizers

It is previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle. For example students review before they go into class.

b) Directed Attention

It is deciding in advance to attend in general to a learning task and ignore irrelevant distractors.

c) Functional Planning

It is planning for and rehearsing linguistic components necessary to carry out an upcoming language task. For example, a student make summary of the materials to prepare the final exams.

d) Selective Attention

It is deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the dialog.

e) Self-Management

Understanding the conditions that help students and arranging for the presence of those conditions. For example, the students make a clam conditions when study in classroom.

f) Self-Monitoring

It is checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place. For example, the students ask to their friends to monitoring and correcting the wrong words when they memorize something.

g) Self-evaluation

It is checking the outcomes of one's own language learning against a standard after it has been completed. For example, the students try to speak with foreign tourist to practice speaking skill.

Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. Metacognitive strategies encompass a) paying attention; b) delaying speech production to focus on listening; c) organizing; d) setting goals and objectives; e) planning for language task; f) self-monitoring; and g) self-evaluating.

2. *Cognitive strategies*

Based on Alberta (2009: 47) cognitive language strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learners rule, guessing at the meaning of unknown words and using a variety of ways to organize new information and link the new information to previously learned language. Operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer (1986) suggest that these strategies can be subsumed under three broad groupings: rehearsal, organization, and elaboration processes Cognitive strategies may be limited in application to the specific type of task in the learning activity.

O'Malley and Chamot (1990:44-45) divided cognitive strategies into four sets: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sounds, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adult's learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also to make new expressions.

Here is an example of a learner who practices with sounds of the words that have the letters 'ough'. The words through, though, tough, trough contain 'ough' but sound different. To understand them better the learner may make their own phonetic spelling: throo, thow, tuff, and troff.

a) Resourcing Translation

It is using target language reference materials such as dictionaries, encyclopedias, or textbooks. This is the first language as a base for understanding and/or producing the second language. For example, students are searching for new vocabulary in a dictionary.

b) Repetition

It is imitating a language model, including overt practice and silent rehearsal. For example, the students repeats the pronunciation until mastered.

c) Grouping

It is classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words

d) Deduction

It is applying rules to understand or produce the second language or making up rules based on language analysis.

e) Imagery

It is using visual images (either mental or actual) to understand or remember new information. For example, students use illustration that has relation with the topic in order to memorize more fast.

f) Auditory representation

It is planning back in one's mind the sound of a word, phrase, or longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.

g) Keyword method

It is remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language .for example, identifying a familiar words that students hear.

h) Elaboration

It is relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information. For example, the students relating new information to other concepts in memory.

i) Transfer

It is using previous linguistic knowledge or prior skills to assist comprehension or production. For example, if the student talking about something he/she already learn (in English), all he/she has to do is remember the information and try to put it into Indonesia.

j) Inferencing

It is using available information to guess meanings of new items, predict outcomes, or fill in missing information. For example, the

students things of the whole meaning of the sentence, and then he/she can get the meaning of new word.

k) Note taking

It is writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the students prepares book to catch the all materials while listening section.

l) Summarizing

It is Making a mental, oral, or written summary of new information gained through listening or reading.

m) Recombination

It is constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

n) Translation

It is using the first language as a base for understanding and/or producing the second language.

3. *Social affective strategies*

represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. Based on Alberta (2009:47) social affective language learning are actions learners take during or related to interactions with others to assist or enhance their own

language learning. These strategies include methods students use to regulate their emotions, motivation and attitude to help them learn the language.

Social affective strategies are very important in learning a language because language is used in communication and communication occurs between people. O' Malley and Chamot divided socio-affective strategies into three sets of strategies are; Asking question, Cooperating with others, and Empathizing with others.

a) Cooperation

It is working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. For example the students cooperate with their friends to make discussion to choose the suitable person.

b) Questioning for clarification

It is eliciting/asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. For example, the students ask the correct pronunciation to their friends or private teacher.

c) Empathizing with others

It means to put oneself in someone else situation to understand that person point of view. Learners can use social strategies to

develop cultural understanding and become aware of thoughts and feelings of others

Based on the description above, affective strategies refer to how learners can lower their anxieties; control their motion and how they motivate their learning. Social strategies refer to learner's activity involving other people, for instance, by asking question to their teacher or their colleagues, by cooperating with peers, and by asking correction.

b. Oxford's (1990) classification of learning strategies

According to Oxford (1990) there are six types of learning strategies and they are divided into direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are memory, cognitive, and compensation. The indirect strategies are used general management of learning. The three groups belong to the indirect strategies are meta-cognitive, affective, and social strategies.

1. Direct Learning Strategies

Direct learning strategies are those behaviours that directly involve the use of the target language, which directly facilitates language learning. Direct strategies are divided into three subcategories : Memory, cognitive and compensation strategies (Tabanlıoğlu, 2003:26)

(a). Memory Strategies

Define the memory strategies as technique specifically tailored to help the learners to store new information in memory and retrieve it later, such as grouping or using imagery, have highly specific function: helping students store and retrieve new information. Memory strategies fall into four sets. They are creating mental linkages, applying images and sounds, reviewing well and employing action.

The example of memory strategies is mastering on vocabulary. Though some teachers think that vocabulary learning is easy. But, in other side, language learners have serious problem remembering the large amount of vocabulary necessary to achieve fluency. So, memory strategies help the learners to scope their difficulties. It is enable learners to store verbal material and then retrieve it when needed for communication.

Direct strategies for dealing with language, it can be seen in figure a.1 Figure a.1.

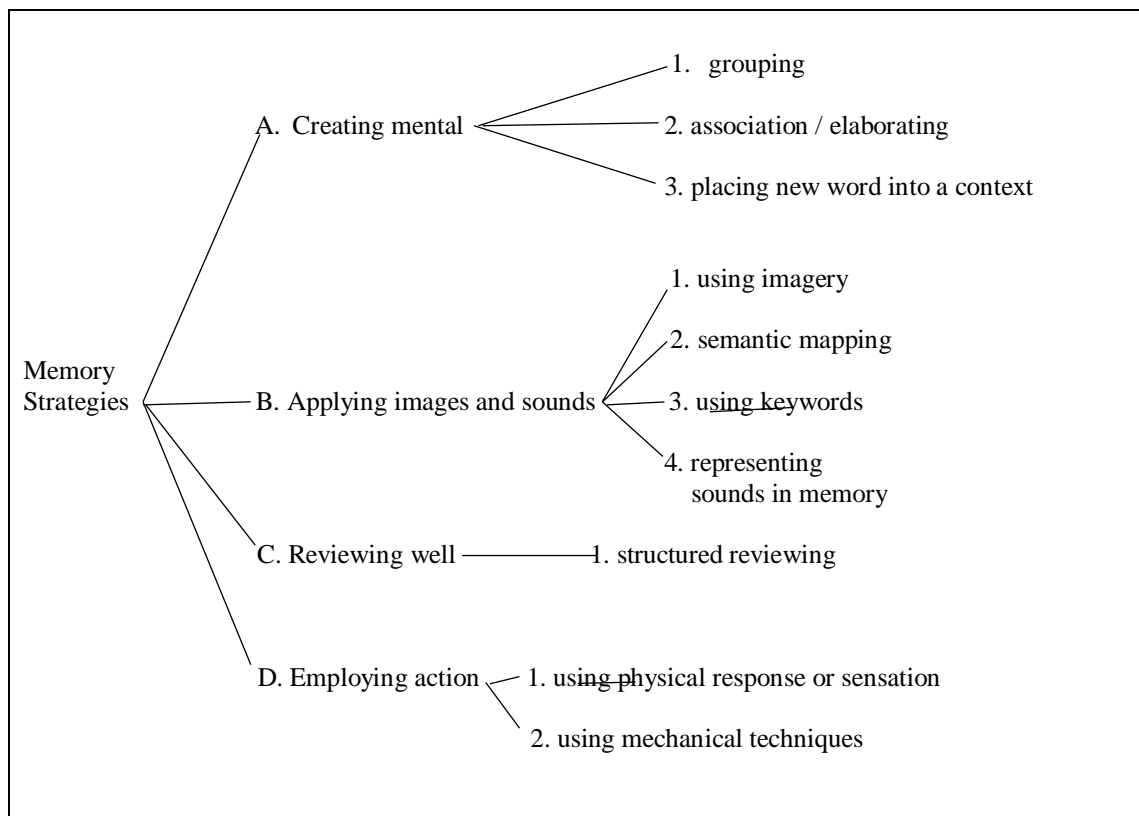


Figure a.1. memory strategies

(b) Cognitive Strategies

Cognitive strategies are essential in learning a new language. Such as, involve manipulation and transformation of the language in some direct way, e.g. through reasoning, analysis, note taking, functional practice in naturalistic settings, formal practice with structures, summarizing or reasoning deductively, enable learners to

understand and produce new language by many different means and sounds, etc. cognitive strategies are unified by a common function : manipulation of the target language by the learners . this strategy also typically found to be the most popular strategies with language learners. (Oxford and Crookall, 1989: 404). There are sets of cognitive strategies, practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

It can be seen in figure b.1



Figure b.1. Cognitive strategies

(c) Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. Ten compensation strategies exist, clustered into two sets: guessing intelligently in listening and reading, overcoming limitations in speaking and writing. Compensation strategies for production help learners to keep on using this language, thus obtaining more practice. In addition, some of these strategies, such as adjusting or approximating the message, help learners become more fluent in what they already know. Still other compensation strategies, like getting help and coining words, may lead learners to gain new information about what is appropriate or permissible in the target language. Learners skilled in such strategies sometimes communicate better than learners who know many more target language words and structure. it can be seen in figure c.1

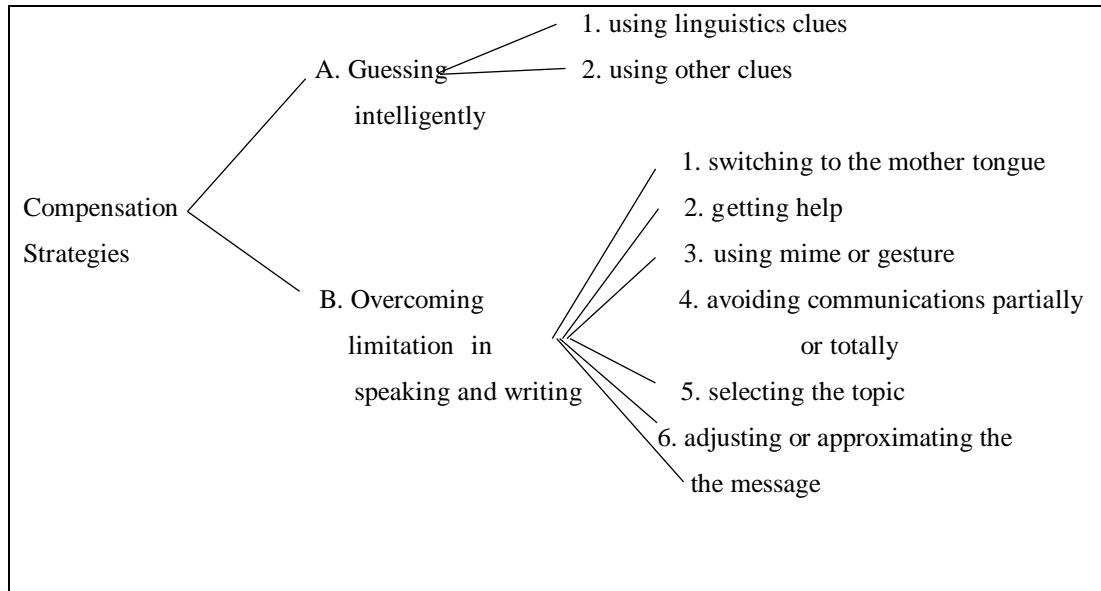


Figure c.1. Compensation strategies

2. Indirect Learning Strategies

The second group of strategies that is indirect strategies, consist of three subcategories as well: stated by Oxford (1990; 135) Meta-cognitive, Affective, and Social Strategies. Metacognitive strategies allow learners to control their own cognition that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies are called “indirect” because they support and manage language learning without (in many instances) directly involving the target language.

a) Meta-cognitive strategies

Meta-cognitive strategies are defined as behaviours use for centering, planning and evaluating one's learning. These beyond the cognitive strategies, are used to provide executive control over the learning process (Oxford and Crookall, 1989: 404) Meta-cognitive strategies go beyond the cognitive devices and provide a way for learners to coordinate with their own learning process. They provide guidance for the learners who are usually overwhelmed by too much newness-unfamiliar vocabulary, confusing rules, different writing system, seemingly inexplicable social customs, and (in enlightened language classes) non-traditional instructional approaches (Oxford, 1990 : 136).

The diagram of Metacognitive Strategies it can be seen in figure a.2

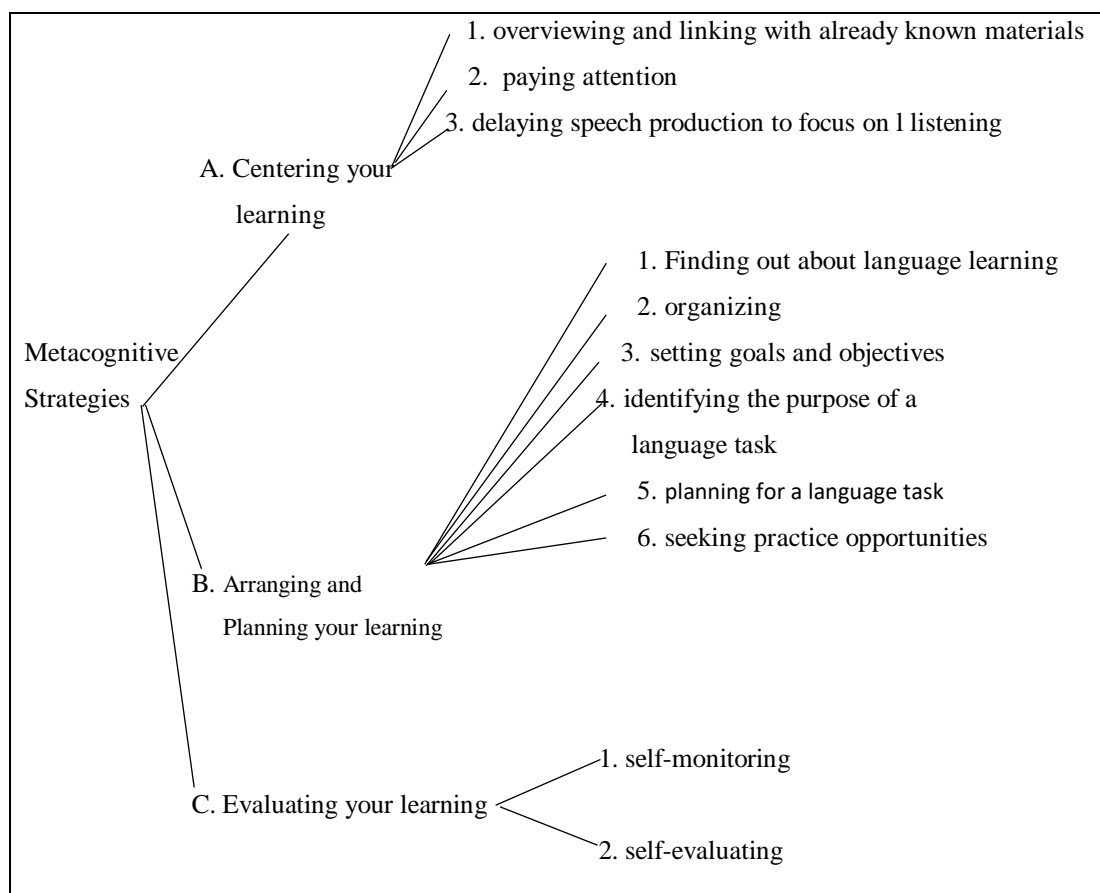


Figure a.2. Metacognitive strategies

(b) Affective Strategies

Affective strategies here refer to the emotion, attitude, motivations and values of the learners when they learn new language. It's enable learner to control their emotion when learning language. Oxford (1990: 140) state as follows :

The affective side of the learners is probably one of the very biggest influence on language learning success or failure.

Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

For example, to improve reading ability, the learners can read humorous books. So, the learners are more enjoyable to learn new language on that book because there is also a joke inside on the book and it can decrease an anxiety to learn English. The diagram of affective strategies it can be seen in figure b.2

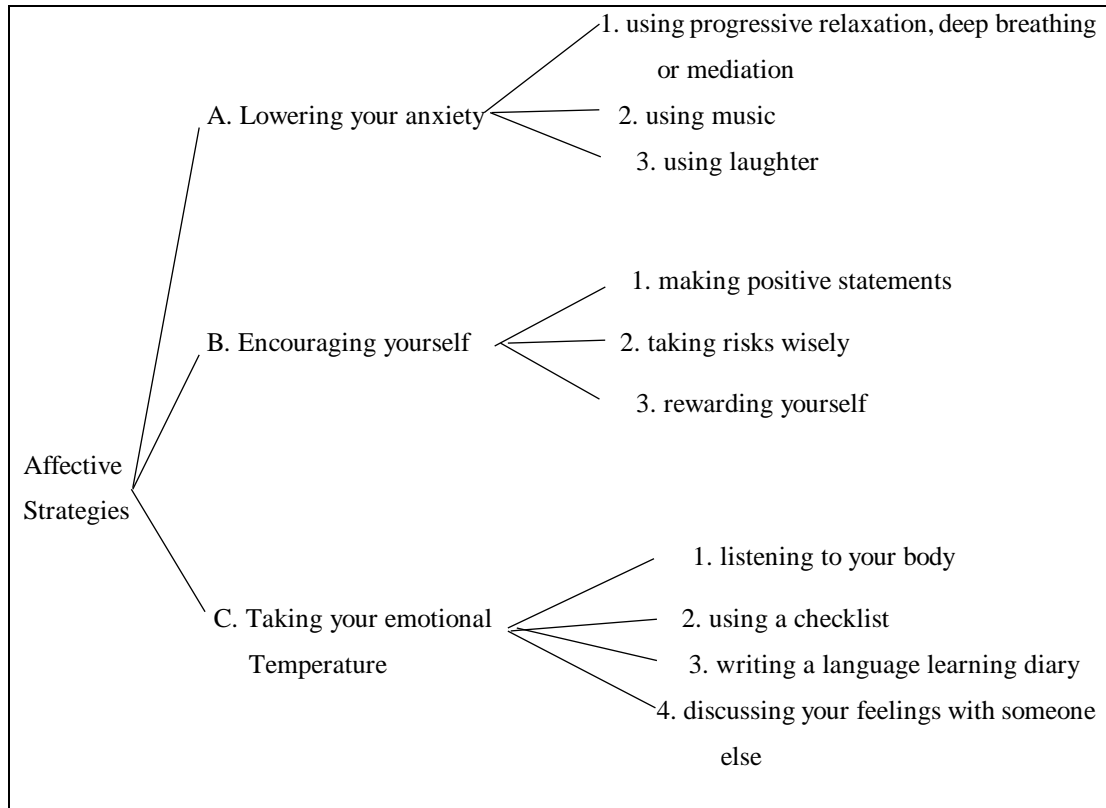


Figure b.2. Affective strategies

(3). Social Strategies

Social Strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating with others, empathizing with others. Asking questions enable learners too get deep information and understanding for the target language. Cooperating with others means cooperating learning. It can encourage the learners spirit by competing with others. Empathizing with others enable the learners to emphiatize with another person trough learning about the culture and aware of other's thought and feelings (Oxford, 1990: 145). One of the most basic social

interactions is asking questions, an Asking question from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of “input” in the target language and indicates interest and involvement. The diagram of social strategies it can be seen in figure c.2

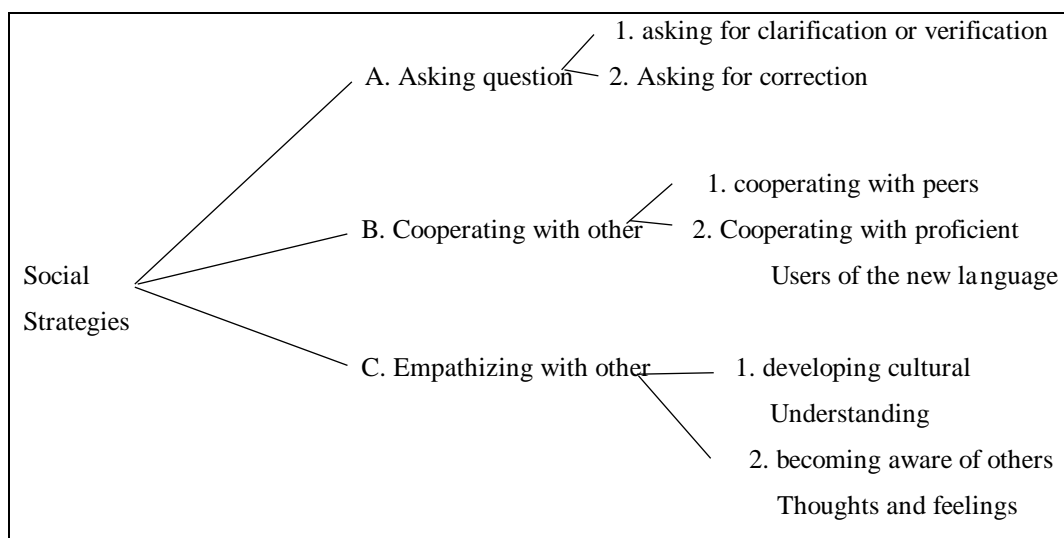


Figure c.2. Social strategies

Generally, so many types of learning strategy above. Every student will have different learning strategy with other student, it's according to their characters, ability and their favorite. In each learning strategy there are lack and excession, it will be suitable when those learning strategy used by students. Good students always known which learning strategy that suitable for them to reached good achievement in their learning process.

The conclusion Oxford (1990:14-16) differentiates language learning strategies into six groups:

- 1) Memory strategies: strategies that help learners store and retrieve new information,
- 2) Cognitive strategies: strategies that enable learners to understand and produce new language by many different means,
- 3) Compensation strategies: strategies that aid learners in overcoming knowledge gaps and continuing to communicate authentically,
- 4) Affective strategies: strategies that help develop self-confidence,
- 5) Metacognitive strategies: strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence, and
- 6) Social strategies: strategies that provide increased interaction and more empathetic understanding. She adds that all appropriate language learning strategies contribute to the main goal: becoming communicatively competent.

C. The Previews Studies

In this research, there are three preview studies that researcher made for comparing.

a. The first study by Safirah (2018)

In her research, the researcher used descriptive qualitative research design. That mean research is about describe some situation, phenomenon and activities of the students in learning speaking. In his research there were three subjects and one informant at MAN 1 Tulungagung consisted of one teacher and three students and they were identified. The researcher write down the symbol as follows (T1), (S1, S2 and S3). The researcher interviewed them at the school. At the first day the researcher only did the interviewed with one subject (S1) and the teacher. Before did the interview, the researcher looked for the English teacher to get briefing about who were the subject of the research. Before interviewed with the students, the researcher did the interview with the teacher first. From the interviewed the researcher got the information about how to recruit the students who would be the participants of English contest. In this school there were English community that have own class to learn English deeply to prepare when someday there are English contest.

The result of this research, In English class not only good students who have important role but also teacher's guide have important role to guide the students to learned about English deeply. The English competition that would be compete usually : debate, story telling and speech. So, the guide teachers trained good students to looked

for the idea that suitable with the topic of competition, then the teacher also guiding, advising, and directive about the technique how to delivered speaking fluently. As it was stated by T1 who said *“We are as the guide teacher usually giving the training about how to deliver good speaking, how to looking for good idea in speech and also how to give the motivation to the students in order to giving support for them”*. It indicated that the students who became a member of English class was really good students, because they have been filtered by some selection. Beside that, guide teacher also trained to the participants after school ended, because in every competition needed hard preparation. Usually the teacher should prepare the idea that related with the theme of competition, because the teacher believed that the students only trained in their home it would not be optimum.

According to the teacher explanations, to improve students speaking, precisely last year when English competition held there was native speaker that very assisted to improve speaking skill especially pronunciation, vocabulary, accuracy, fluency and grammar. The native speaker gave big contributions about speaking skill, when the students made errors directly the native corrected them because he was known well about speaking skill. Except from the native speaker, the teacher also gave the contribution to prepare this contest.

Reciprocally to makes students successful in learning to speak English is personal students. Most of them liked English and enjoy when they learn English as this one student: He told that he was interesting in English speaking because he thought

that speaking is easy and funny to learn, then from his family also give the influence because one of her brother expert in speaking, it could be seen from his utterance “*hmmmm,, I think speaking is funny and easy to learn, also my brother expert in speaking and I think this is descendent from my family*” so this is one of the reason why he could get good achievement in speaking.

To get a successful in speaking skill, he did not use the instant way. He told that he has some strategies to improve his speaking like watched Hollywood movies, then when he found difficult vocabulary directly looked for the meaning in the dictionary and memorizing it. To improve his pronunciation usually he shared with his friend. Although, improved his speaking it is not enough to shared with his friends only, he also treat spoken English with his native speaker, when he made an error the native speaker would be correct him. It is similarity when he joined speech contest, he had some preparation to improved his speaking to got good achievement.

So, the conclusion that makes students successful in learning to speak the result as follow: (1) good students employed some strategies in mastering vocabulary and grammar through a) reading some books , b) finding the difficult words and checking or finding the meaning in the dictionary, c) writing down the difficult words and their meaning to be memorized, (2) good students employed some strategies in mastering pronunciation through a) sharing with the expert, b) making a conversation with the native speaker, expert, teachers and friends, c) watching the movie, (3) good students employed some strategies in mastering fluency and accuracy through a) watching the

movie b) make a conversation with the expert (4) good students did some preparations before performing speaking through a) preparing the contents b) sharing with the teacher and friends c) training the speaking in front of the audiences c) doing a meditation.

b. The second study by Alfiyanaini (2017)

In her research, the researcher used descriptive qualitative research design. That mean research is about describe some situation, phenomenon and activities that by students in learning speaking. The result that made learning strategies used by eleventh grade students in MAN 1 Surakarta Boarding school in their speaking skill succeed. The good language learners speak English fluently and in general the students have no difficulties in speaking, but sometimes they find some problems in speaking so they use certain strategies to solve their problems. Student in boarding school MAN 1 Surakarta always practice their speaking skill not only inside class but also outside class.

There are many strategies that used by students in boarding school MAN Surakarta in learning speaking such as: metacognitive strategies Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. It means that metacognitive strategy is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and

evaluation learning after activity is completed. Student in boarding school MAN 1 Surakarta apply some subcategories in this strategy like Selective Attention.

Selective attention it is deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the vocab or sentences. Students in boarding school MAN 1 Surakarta use this strategy based on the researcher's observation that they show when the students memorize the sentences or speech they choose the easy topic.

Students also used self-management understanding the conditions that help students and arranging for the presence of those conditions. Students in boarding school MAN 1 Surakarta use this strategy based on the researcher's observation that show when the students memorize the vocabulary or dialog or sentence that given by "debas" they try to memorize with their own way. So, based on the explanation the researcher concludes that students in boarding school MAN 1 Surakarta apply self-management to learn English especially in speaking ability. All that presented is some part of the strategy that is used for the remainder of the successful speech. There are still a lot strategies used by student.

The conclusion to make student success in learning speaking are: (1) the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. In metacognitive strategies, the students use four strategies, namely: selective attention, self management, self- monitoring, and self-evaluation. In

cognitive strategies, the students used ten strategies, namely: Resourcing Translation, Repetition, Grouping, Deduction, Imagery, Keyword method, Inferencing and Note taking. And in socio-affective strategies, the students used two strategies namely: cooperation and question for clarification. (2) The strengths for the students when they apply those strategies are the students get many new vocabularies, they can fluently in speaking English, they know how to pronounce those word, and more confidence in speaking English. Beside the strengths the students also have their weaknesses. They are in their grammar, because they more focus in their speaking and tend to ignore grammar.

c. The third study by Itania (2014)

In her research, the researcher used descriptive qualitative research design. The subject of researcher is student at MAN 3 Tulungagung, especially in acceleration class, there are 15 student, and the subject was observe is all of the student in the class, but researcher just put one of the student in the class to get the information of the data.

The result showed that they used speaking strategies for other activity especially in English lesson at the class. The speaking strategies is easy to use by the student of acceleration class because they can learn about speaking well than other strategies. Although they used the speaking not used grammatical correctly but they understand about the speaking were other speak. So they enjoy use the speaking strategies in or out of the school to be a daily language with their friend. they especially student in acceleration class used speaking English in daily activity

to train the skill about speaking, although the grammar and vocabulary very little they consist to speak with other, especially their friends. They choose the speaking strategies because they think speaking is easy for studying English, they understood very well about teacher talking using English than listening. They feel enjoy to learn speaking strategies and enthusiasm to imitate the foreign people talking English language.

The difference between this research and previous research can be seen in the table below.

Tabel 2.1 research comparison table

| No. | Researcher Name and Research Title | Similarity | Difference |
|------------|--|--|------------------------------------|
| 1. | Akhmad, Solikha Safirah: A Study on Speaking Learning Strategy Employed by Good Students of Senior High Schools at Tulungagung. | 1. Researching about learning strategies used by in learning. speaking 2. The formulation of the problem is similar | 1. Different data sources |
| 2. | Mifta Alfiyanaini: A Study on Students' Learning Strategies in Speaking Skill of The Eleventh Grade | Researching about learning strategies | 1. The formulation of the research |

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|----|--|--|--|
| | Students in Man 1 Surakarta Boarding School in The Academic Year 2015/2016 | used by in learning speaking | problem is different 2. Different data sources |
| 3. | Astrit Itania: Learning Strategies Used by The Student of Acceleration Class in Speaking English at MAN 3 Tulungagung | Researching about learning strategies used by in learning speaking | 1. The formulation of the research problem is different 2. Different data sources |