

**LEARNING STRATEGIES USED BY THE STUDENT OF ACCELERATION
CLASS IN SPEAKING ENGLISH AT MAN 3 TULUNGAGUNG**

THESIS



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DEPARTEMENT OF ISLAM EDUCATION
STATE ISLAMIC INSTITUTE OF TULUNGAGUNG**

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THESIS

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This is to certify that the Sarjana's thesis of Astrit Itania entitled " Student Learning Strategies Used by the Student of Acceleration Class in Speaking English at MAN 3 Tulunagung " has been approved by the thesis advisor for further approval by the Board of examiners.

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HALAMAN PENGESAHAN

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MOTTO

**“ BERMIMPILAH, KARENA TUHAN AKAN MEMELUK MIMPI-
MIMPI ITU “**

DEDICATION

**This thesis is specially presented to my beloved parents that always support me,
give me endless pray for my success.**

DECLARATION OF AUTHORSHIP

States that thesis entitled “Students Learning Strategies Of Acceleration Class In Learning English At MAN 3 Tulungagung” is truly my original work. It does not incorporate any material previously written or published by another person expect those in indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from other.

Tulungagung, Juli 2014

Astrit Itania

ABSTRACT

The script entitled *Learning Strategies used by the student of Acceleration Class in speaking English at MAN 3 Tulungagung* by Astrit Itania and her advisor is Mrs. Nanik Sri Rahayu M,pd

Keywords: *Learning speaking strategies, Acceleration class.*

Learning strategies are important ways for students to make learning easier, faster, more enjoyable, and more effective so that they can understand well about the lesson. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

The formulating problem of this script is (1) What are the learning strategies used by students of acceleration class in learning English at MAN 3 Tulungagung? (2) What is the most dominant learning strategy used by student of acceleration class in learning English at MAN 3 Tulungagung? And the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

However I believe student should not be dependent solely on the ability of the teacher, I desire to give knowledge to the students themselves so that they can try to take charge of own learning. The subject of this research were 10th grade students of Acceleration class at MAN 3 Tulungagung. The data were obtained through a questionnaire and observation to get more valid data. In this strategy the students can memorize the lessons which help them store and retrieve information.

In conclusion. Students can know more about information about speaking English especially without the help of a teacher, studied all the theories about speaking English, students can learn faster and fun. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

ABSTRAKSI

Script berjudul *Learning Strategies* digunakan oleh mahasiswa Kelas Percepatan dalam berbicara bahasa Inggris di MAN 3 Tulungagung oleh Astrit Itania dan penasihat nya Ibu Nanik Sri Rahayu M, pd

Kata kunci: Belajar strategi berbicara, kelas Akselerasi.

Strategi pembelajaran adalah cara yang penting bagi siswa untuk membuat belajar lebih mudah, lebih cepat, lebih menyenangkan, dan lebih efektif sehingga mereka dapat memahami dengan baik tentang pelajaran. Banyak pelajar bahasa menganggap kemampuan sebagai ukuran untuk mengetahui bahasa berbicara. Peserta didik ini mendefinisikan kelancaran sebagai kemampuan untuk berkomunikasi dengan orang lain, lebih dari kemampuan membaca, menulis, atau memahami bahasa lisan. Mereka menganggap berbicara sebagai keterampilan yang paling penting mereka bisa mendapatkan, dan mereka menilai kemajuan mereka dalam hal prestasi mereka dalam komunikasi lisan.

Dalam model komunikasi pengajaran bahasa, instruktur membantu siswa mereka mengembangkan ini tubuh pengetahuan dengan memberikan praktek otentik yang mempersiapkan siswa untuk situasi komunikasi kehidupan nyata. Mereka membantu siswa mereka mengembangkan kemampuan untuk memproduksi tata bahasa yang benar, terhubung secara logis kalimat yang sesuai dengan konteks tertentu, dan untuk melakukannya dengan menggunakan diterima (yaitu, dipahami) pengucapan.

The merumuskan masalah script ini adalah (1) Apakah strategi pembelajaran yang digunakan oleh siswa dari kelas akselerasi dalam pembelajaran bahasa Inggris di MAN 3 Tulungagung? (2) Apakah strategi pembelajaran yang paling dominan digunakan oleh siswa kelas akselerasi dalam pembelajaran bahasa Inggris di MAN 3 Tulungagung? Dan tujuan pengajaran keterampilan berbicara adalah efisiensi komunikatif. Peserta didik harus mampu membuat diri mereka dipahami, menggunakan kemampuan mereka saat ini dengan penuh. Mereka harus mencoba untuk menghindari kebingungan dalam pesan karena kesalahan pengucapan, tata bahasa, atau kosa kata, dan untuk mengamati aturan-aturan sosial dan budaya yang berlaku dalam setiap situasi komunikasi.

Namun saya percaya mahasiswa tidak harus bergantung hanya pada kemampuan guru, saya ingin memberikan pengetahuan kepada siswa itu sendiri sehingga mereka dapat mencoba untuk mengambil alih belajar sendiri. Subjek penelitian ini adalah siswa kelas 10 dari kelas Akselerasi di MAN 3 Tulungagung. Data diperoleh melalui kuesioner dan observasi untuk mendapatkan data yang lebih valid. Dalam strategi ini siswa dapat menghafal pelajaran yang membantu mereka menyimpan dan mengambil informasi.

Dalam kesimpulan. Siswa dapat tahu lebih banyak tentang informasi tentang berbahasa Inggris terutama tanpa bantuan guru, mempelajari semua teori tentang berbicara dalam bahasa Inggris, siswa dapat belajar lebih cepat dan menyenangkan. Siswa sering berpikir bahwa kemampuan untuk berbicara bahasa adalah produk dari

belajar bahasa, tetapi berbicara juga merupakan bagian penting dari proses pembelajaran bahasa. Instruktur yang efektif mengajar siswa berbicara strategi menggunakan respon minimal, mengakui script, dan menggunakan bahasa untuk berbicara tentang bahasa yang dapat mereka gunakan untuk membantu diri mereka sendiri memperluas pengetahuan mereka tentang bahasa dan kepercayaan mereka dalam menggunakannya. Instruktur ini membantu siswa belajar untuk berbicara sehingga siswa dapat menggunakan berbicara untuk belajar.

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CHAPTER I

INTRODUCTION

This chapter consists of the basic idea of this research. It presents the background of the study, statement of problems, purposes of the study, significance of the study, scope and limitation and definition of key terms.

A. Background of the study

Language is important to communicate with other people. In communication, they need possessing and storage of language which is also taking and delivering message to each others. Then people productively express meaning and deliver message to others. So, learning about language is useful for human beings to have good communication.

Good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. They attend to both the meaning and the form of their message. They also practice and monitor their own speech as well as the speech of others.¹

¹ Diana Freeman. *Techniques and Principles in Language Teaching*. (New York: Oxford University Press 2002). h. 32

English is an international language and is used to communicate between countries. Consequently, English becomes the second language that is learned in the school. Learning a second language is not easy for students because they learn about something that they never know before. The students not only study about reading and memorizing some vocabularies but also study about grammatical competence, cultural differences and socio linguistic features. Therefore, the students need a particular strategy in learning to help them gain the knowledge and skills. Bjorklund stated that "strategy is goal-directed and deliberately implemented mental operations used to facilitate task performance." From that statement, it is clear that strategy is specific method used by students to solve a problem or task when they are learning. The students use different strategies to learn second language. It depends on the students themselves and their characteristic. They can choose the appropriate learning strategy that is suitable for them to help them understand what they have learn.²

So, learning strategy is needed to make learning easier, faster, more enjoyable and more effective. Brown has stated that the strategy is divided into direct strategies and indirect strategies. The direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. While indirect

² F. David Bjorklund. *Children's thinking: Developmental Function and Individual Differences*. (Florida: Florida Atlantic University. 2000), h. 51.

strategies consist of meta-cognitive strategies, affective strategies and social strategies. These strategies used by the students during learning second language.³

Furthermore, students who learn second language have different needs because of their differences in cultural background, age and previous education. This condition makes the students in one class have different learning strategies. Indeed, the students in the class can be gifted or talented students.⁴

Gifted and talented children are now referred to as, "children who give evidence of high performance capability in areas such as intellectual, creative, artistic (visual and performing arts), leadership capacity, or specific academic fields (reading, mathematics, science, social studies) and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities".

Because of the unique characteristics of the gifted and talented students, the government gives the special education program for them. It intends to provide the education which fit with the capability of the students so their potentials can be developed optimally. This program is implemented at a particular school in acceleration class. Acceleration is a program or activities that allow the gifted and talented students to finish the materials with special curriculum, the students can finish their materials faster than regular class. Because the students in acceleration class are gifted and talented students, the materials and the method in teaching are

³ Brown H. Douglas Brown. *Principles of Language Learning and Teaching*. (New York: San Fransisco State University 2000), h. 43.

⁴ L. berger Sandra. *College Planning for Gifted Students*. (Virginia: the council for exceptional children 1989), h. 13.

different from regular class. They have more materials that should be learned than regular class in one year. Consequently, they have to choose what learning strategies suitable for them to joy in the class and understand well about the lesson.⁵

On the other hand, there is no previous research that discusses learning strategies at acceleration class, so the researcher interested in conducting the research at Acceleration class by title "Learning Strategies Used by Student of Acceleration Class in Speaking English at MAN 3 Tulungagung". The researcher wants to know what kinds of the learning strategies that are used by the students that make them as a smart student. Furthermore, the researcher wants to conduct the research at MAN 3 Tulungagung. Besides, the researcher had done the practice teaching (PPL) at this school, so the researcher hopes that it can help her in the research. In addition, the researcher conducts this research at 10th grade students.

B. Statements of Problems:

Based on the background above, the researcher wants to study about the learning strategies that were used by the students. The problems of this study can be formulated in the questions below:

1. What are the learning strategies used by the students of acceleration class in learning English at MAN 3 Tulungagung?

⁵ Team of DEPDIKNAS. *Penatalaksanaan Psikologi Program Akselerasi*. (Depdiknas 2007)

2. What is the most dominant learning strategy used by the students of acceleration class in learning English at MAN 3 Tulungagung?

C. Purpose of the Study

Concerning with the statement of problems above, the purposes of this study are:

1. To know the learning strategies used by the students of acceleration class in learning English at MAN 3 Tulungagung.
2. To know the most dominant learning strategy used by the students of acceleration class in learning English at MAN 3 Tulungagung.

D. Significance of the Study

By knowing the result of this research, the researcher expects that this research can give contribution for both teachers and students.

- The benefit for the students:
 1. Give contribution for students in elaborating better learning strategies.
 2. Give contribution for students to choose the learning strategy that is suitable for them so that they can understand the lesson easier and enjoy the lesson.
 3. Give the description how the way the students of acceleration class in learning so the other students might imitate it.

- The benefit for the teachers, especially for teachers of MAN 3

Tulungagung:

1. By knowing the learning strategies used by the students, the teachers can use the appropriate approaches, materials and methods to apply in teaching learning process so teaching learning process can run effectively.
2. To know the ability of student in the class, and they knowing the skill of student then develop that skill in the class. So the teacher easier to teach the student in the class.

E. Scope and Limitation

The researcher focuses this research in learning speaking strategies used by the students of acceleration class in learning English at MAN 3 Tulungagung.

This strategies have more indicator at every strategi to make it easier for the student to answer the question.

F. Definition of Key Terms

In this case the researcher presents the explanation of key terms to avoid the misinterpretation of the research.

1. *Learning strategy* is measure that the learner actively (although not necessary consciously) employees to facilitate or advance learning. (Parrot 2000:143). learning strategy is needed to make learning easier, faster, more enjoyable and more effective. Brown has stated that the strategy is divided into *direct strategies* and *indirect strategies*. *The direct strategies* consist of memory strategies, cognitive strategies, and compensation strategies.
2. *Acceleration class* is program or learning activity that allows the students to finish their learning materials faster than general class. (Team of DEPDIKNAS 2007:25).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is organized to review some relevant theories to define the theoretical framework and give some descriptions of theories based on the study. There are some relevant topics to be discussed, those are: language learning, learning speaking strategies and education program for gifted students.

A. Language Learning

Language plays an important role in human life. Language serves three very important functions in life. First, language allows people to communicate with others. Just imagine how difficult life would be if people could not express the ideas to family or friends. So, by using language people can interact with others. Klein said, “*Language is a means of communicating our thoughts, feelings and interactions to other people*”. Consequently, learning about language is needed to make people have a good communication each others. Rubin in Freeman stated that:

Good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. They attend to both the meaning and the form of their message. They also practice and monitor their own speech as well as the speech of others.⁶

Second, language facilitates the learning process. By using language, the learners are able to understand and get their aim in learning process. Third, language

⁶ Yvone and Freeman, David. *Whole Language for Second Language Learners*. (Fresno Pacific College: Heinnerman 2001), h. 159.

allows the people to recall information beyond the limits of human's memory stores. Because of the importance of language in human life, it is badly needed to study about language.

English is an international language and used to communicate between countries. Consequently, English becomes the second language that is learned in the school. Learning English as a second or foreign language is different from other subjects because it is a long and complex undertaking. In learning second language, the language learners not only study about reading and memorizing some vocabularies but also study about grammatical competence, cultural differences and socio-linguistic features.

1. The importance of language learning strategies in language learning and teaching

According to Oxford language learning strategies help learners to develop communicative competence by teachers can help individuals apply more effective learning strategies. Kinoshita expresses his view that language learning instruction is *“a teaching approach that aims to raise learner awareness of learning strategies and provide learners with systematic practice, reinforcement and self monitoring of their strategy use while attending to language learning activities.”*

Moreover, as reported by Lessard-Clouston learners plays an important role in teaching and learning a language. The emphasis placed instruction is to the extent that those instructors who teach learners and train them to be better strategy users are

considered more efficient and more highly regarded teachers. Hismangolu states: *The language teacher aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class.*

2. Important of Language in Second Language

The importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures and tone of voice in a multitude of situation.

In learning second language, some of the language learners are success and others are not. Moreover, Brown summarized 14 characteristics of language learners:

1. Find their own way, taking charge of their learning
2. Organize information about language
3. Are creative, developing a “feel” for the language by experimenting with its grammar and words
4. Make their own opportunities for practice in using the language inside and outside the classroom

5. Learn to live with uncertainty by not getting flustered and continuing to talk or listen without understanding every word.
6. Use mnemonics and other memory strategies to recall what have been learned
7. Make errors works for them and not against them
8. Use linguistic knowledge, including knowledge of their first language, in learning a second language
9. Use contextual cues to help them in comprehension
10. Learn to make intelligent guesses
11. Learn chunks of language as wholes and formalize routine to help them perform “beyond their competence”
12. Learn certain tricks that help to keep conversations going to
13. Learn certain production strategies to fill in gaps in their own competence
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the situations

In conclusion, we can say that as Haung claims, *non-native speakers believe that speaking in the target language is one of the most demanding and crucial tasks in their everyday life*. Furthermore, Ferris and Tagg state that *even highly proficient language learners are not satisfied with their speaking skills and are looking for*

*chances to improve their speaking ability. Therefore, because few studies have been done on speaking skills, there is a real need to conduct research in this area.*⁷

B. Learning Speaking Strategies

Learning can be defined as an *experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation and innate response tendencies* (Klein, 2002:2). Moreover, Brown (2000:111) stated that learning is *acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction*. In the other words, learning is the conscious process that changes the skills and knowledge. Furthermore, Reynolds and Muijs explained that:

1. Learning is always an active process. The learner actively constructs her/his learning from the various inputs that he/she receives. It implies that the learners need to be active in order to learn effectively.
2. Learning, for the constructivist, is a search for meaning. It means that the learners actively try to construct meaning.
3. Learning is always contextualized. It means that learners learn best when the material is connected to what they already know (2005:62).

⁷ H. Douglas Brown. *Principles of Language Learning and Teaching*. (New York: San Francisco State University 2000), h. 38.

From the definition above, it can be concluded that learning is conscious process to increase knowledge and skills. Moreover, the students need the particular strategy in learning to help them to gain the knowledge and skills that they want. The word “strategy” comes from the ancient Greek word “strategia”, which means “steps or actions generals take for the purpose of winning a war”.⁸

That explanation implies that the strategy is steps to solve a problem. According to Brown, “*strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information*”. Furthermore, related to the definition of learning and strategy, it can be concluded that learning strategy is specific method used by students to solve a problem or task when they are learning. According to Murcia, learning strategies are defined as “*specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning*”. Meanwhile, O’Malley in Griffith gave the definition of learning strategies as being “*operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information*”.

⁸ Marianne Celce Murcia. *Teaching English as a Second or Foreign Language*. (Singapore: Thompson Learning 2001), h.52.

In brief, the learners use learning strategy to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable so they can gain the knowledge well. Understanding speak according to some experts:

1. Tarin: “Speaking is the ability to utter articulate sounds or words to express, express and convey thoughts, ideas, and feelings. The definition shows clearly that talk related to the pronunciation of words aimed to deliver what will be delivered either feeling, idea or notion”.
2. Brown and Yule: “Talking is the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings verbally. This understanding has essentially the same meaning as the meaning conveyed by Tarin namely that talk related to the pronunciation of words”.
3. Haryadi and Zamzani: “In general, talk can be interpreted as an intent delivery (ideas, thoughts, hearts) one person to another with the intention of using spoken language so they can understand other people. This understanding has the same meaning as the second opinion described above, only clarified with further goals namely that what is delivered can be understood by others”.

The conclusion of some opinions above that speaking is the ability to talk the words in order to convey or express the intent, idea, ideas, thoughts, and feelings are conceived and developed in accordance with the needs to see that what is delivered can be understood.

a. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences

that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

b. Strategies For Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

1. Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognising Skript

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

c. Goal And Techniques For Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented :

1. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
2. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities.

In *communicative output*, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success

is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

C. Classification of Learning Strategies

Oxford (in Benson 2001:81) classifies the general learning strategies into *Direct and Indirect strategies*. The explanation of the classification will be explained in the following explanation.

1. Direct Strategies

Oxford (in Benson 2001:81) stated that direct strategies are language learning strategies that directly involve mental processing of the target language. These strategies consist of *memory, cognitive and compensation strategies*.

a. Memory-related Strategies

Robinson (2001:10) mentioned that there are three components of working memory, those are:

1. A 'central executive'. It is explicitly related to attention and responsible for controlling the flow of information into working memory.
2. A 'visuospatial sketchpad'. It is a passive storage buffer for visual and spatial information.
3. An 'articulatory loop'. It is storing rich, detailed, and temporarily held information about the surface properties of language and allowing the relatively effortless recycling of the items currently in memory.

Based on the working of the memory, memory plays an important role in learning. According to Murcia, there is strategy that is related to the memory, it is called memory-related strategy.

Memory-related strategies help learners link one language item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string

(e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

Based on that explanation, it is clear that memory strategies are the way to memorize the lesson which help students to store and retrieve information. This strategy covers four activities that are used by the learners. The first is creating mental linkages, second is applying images and sounds, third is reviewing and the fourth is employing action.

b. Cognitive Strategies

Chamot and O'Malley in Murcia stated that cognitive strategies enable the learner to manipulate the language materials in direct ways. Furthermore, Wenden said that "*cognitive strategies are mental steps or operations that learners used to process both linguistic and sociolinguistic content*". In a practical way, this strategy covers some activities, such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. For example, replaying a word or phrase mentally to "listen" to it again, outlining and summarizing what has been learned from reading or listening.

c. Compensation Strategies

According to Murcia, “Compensation strategies (e.g., guessing from the context in listening and reading, using synonyms and “talking around” the missing word to aid speaking and writing, and -strictly for speaking-using gestures or pause words) help the learners make up for missing knowledge”. From that explanation, it implies that compensation strategy is a strategy which is needed to overcome any gaps in knowledge of the language. Therefore, the students who are using compensation strategies could guess the language by using linguistic clues and other clues. They also use some strategies, such as switching to mother tongue and selecting the topic in overcoming limitation in speaking and writing.

2. Indirect Strategies

“Indirect strategies are strategies which support learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy”. These strategies consist of *metacognitive, affective and social strategies*.

a. Metacognitive Strategies

Chamot in Benson stated that “metacognitive strategies could be described as taxonomy of the operations involved in the self-management of learning”. In addition, Murcia explained that:

Metacognitive strategies (e.g., identifying one’s own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall.

It means that metacognitive strategies are strategies which allow learners to control their own learning through organizing, planning and evaluating. It is related to how students manage their own learning. Moreover, This strategy covers some activities, such as: centering learning, arranging and planning learning and evaluating learning.

b. Affective Strategies

Murcia stated that:

Affective strategies, such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, have been shown to be significantly related to language proficiency.

Moreover, according to Benson, affective strategies represent actions taken in relation to self. It also represents actions taken by learners to assume greater control over content and psychological aspects of language learning. From the

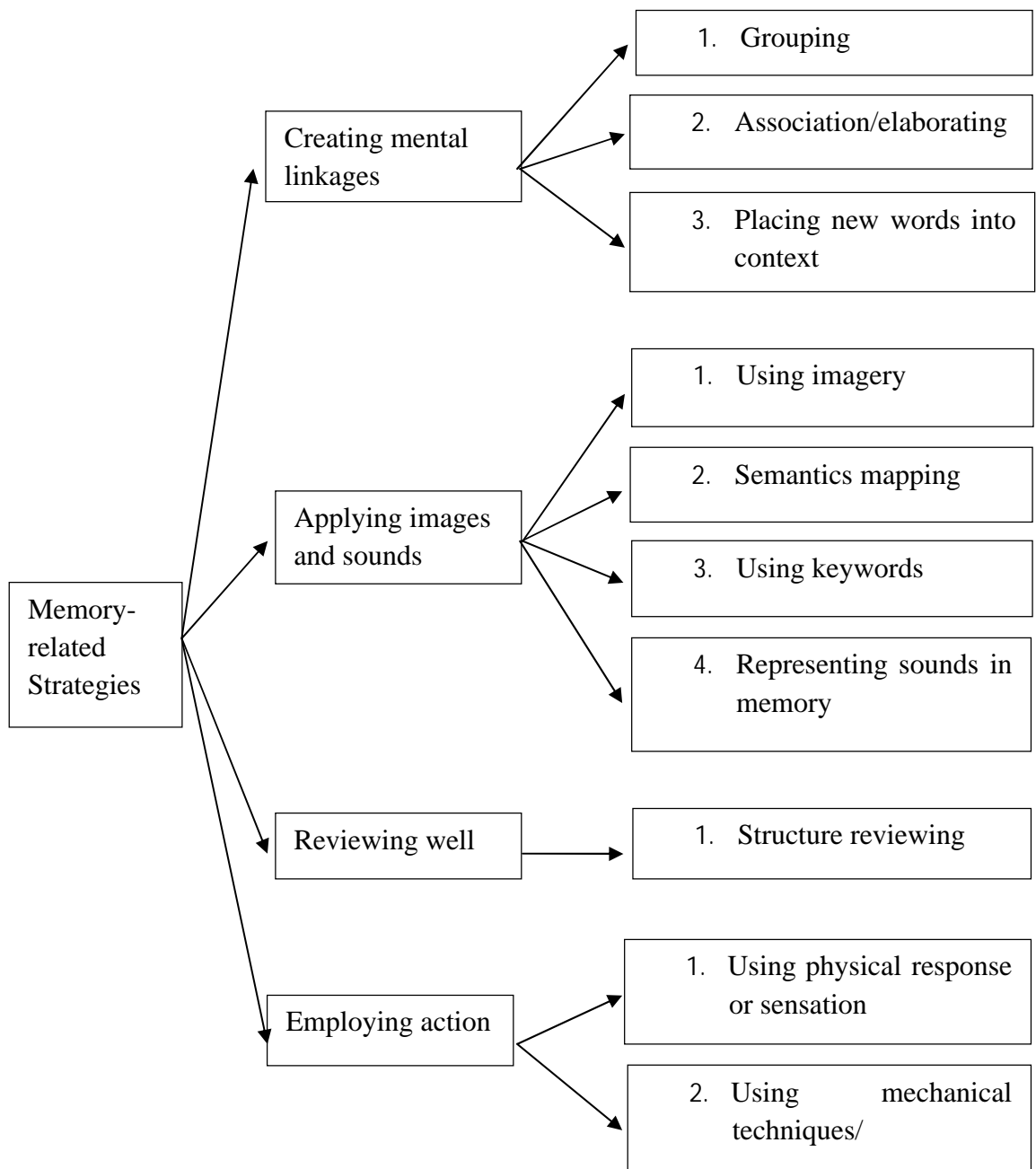
statement above, it is clear that affective strategies are strategies which enable the learners to control their feelings and attitudes related to language learning. There are three points in this strategy, they are lowering your anxiety, encouraging yourself and taking your emotional temperature.

c. Social Strategies

Murcia stated that social strategies help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with L2 proficiency. For example, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. In addition, according to Griffith social strategies are strategies which involve learning by interaction with others.

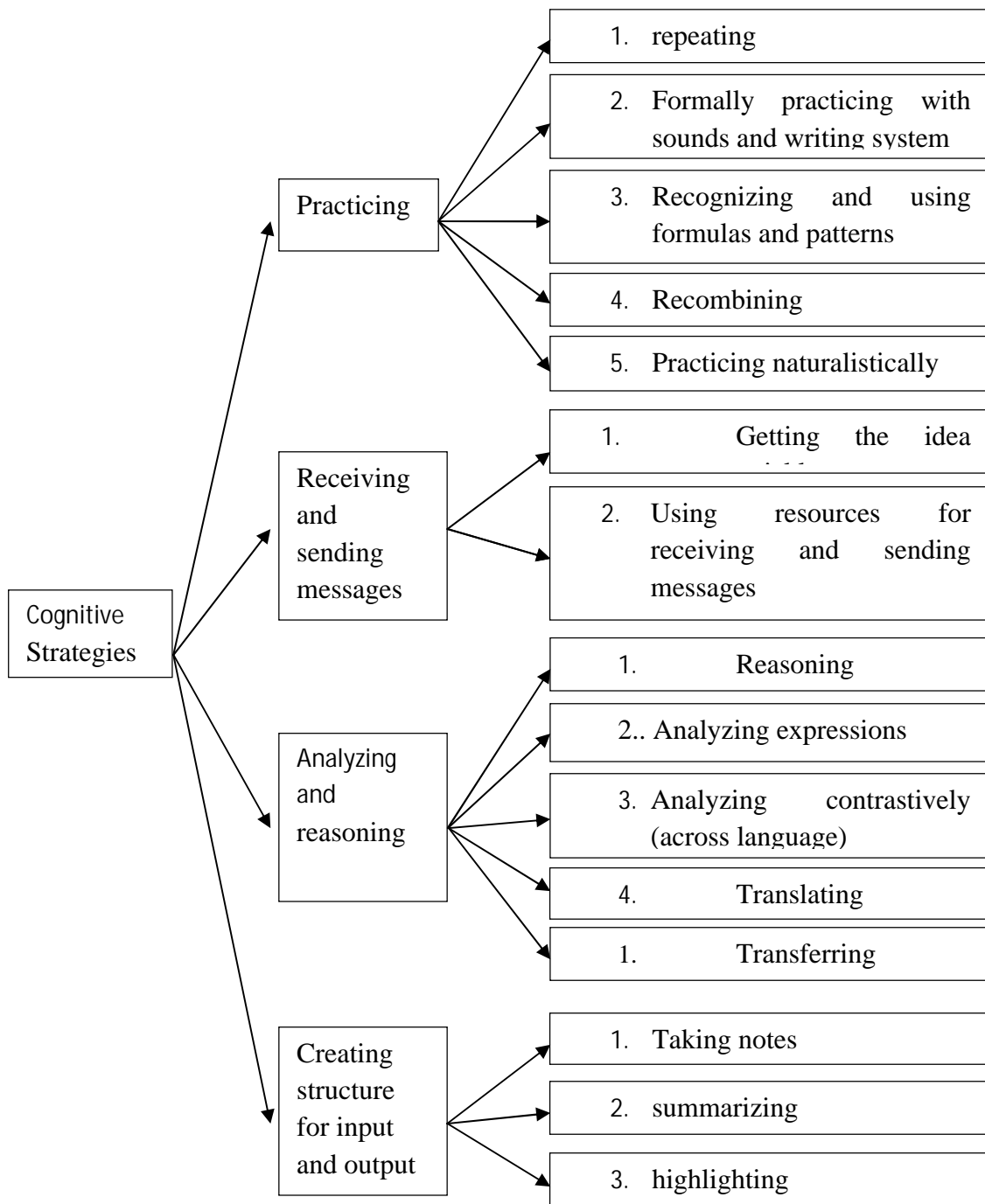
MEMORY-RELATED STRATEGIES

Figure 1.1. (Oxford strategy classification system)



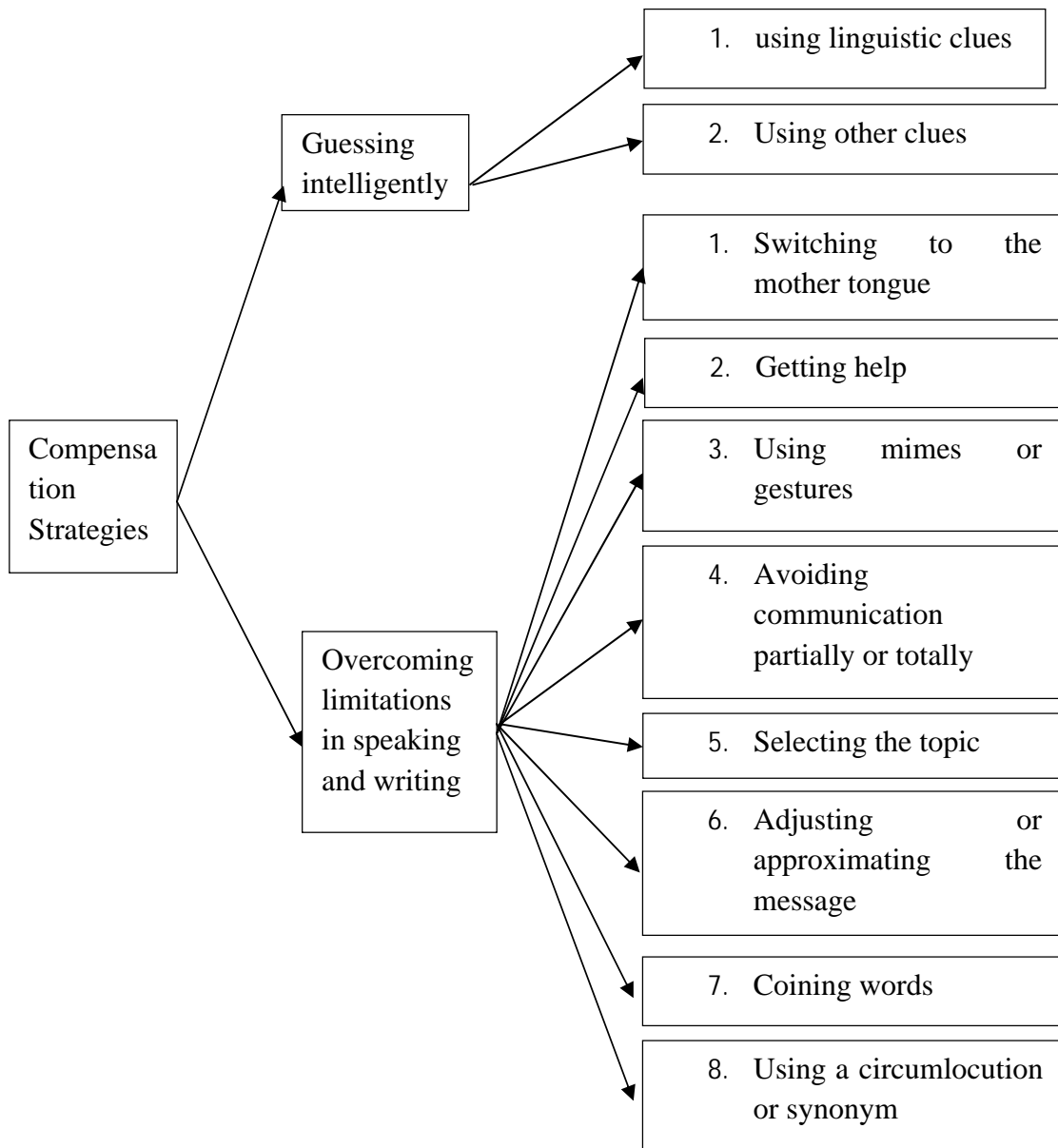
COGNITIVE STRATEGIES

Figure 1.2. (Oxford strategy classification system)



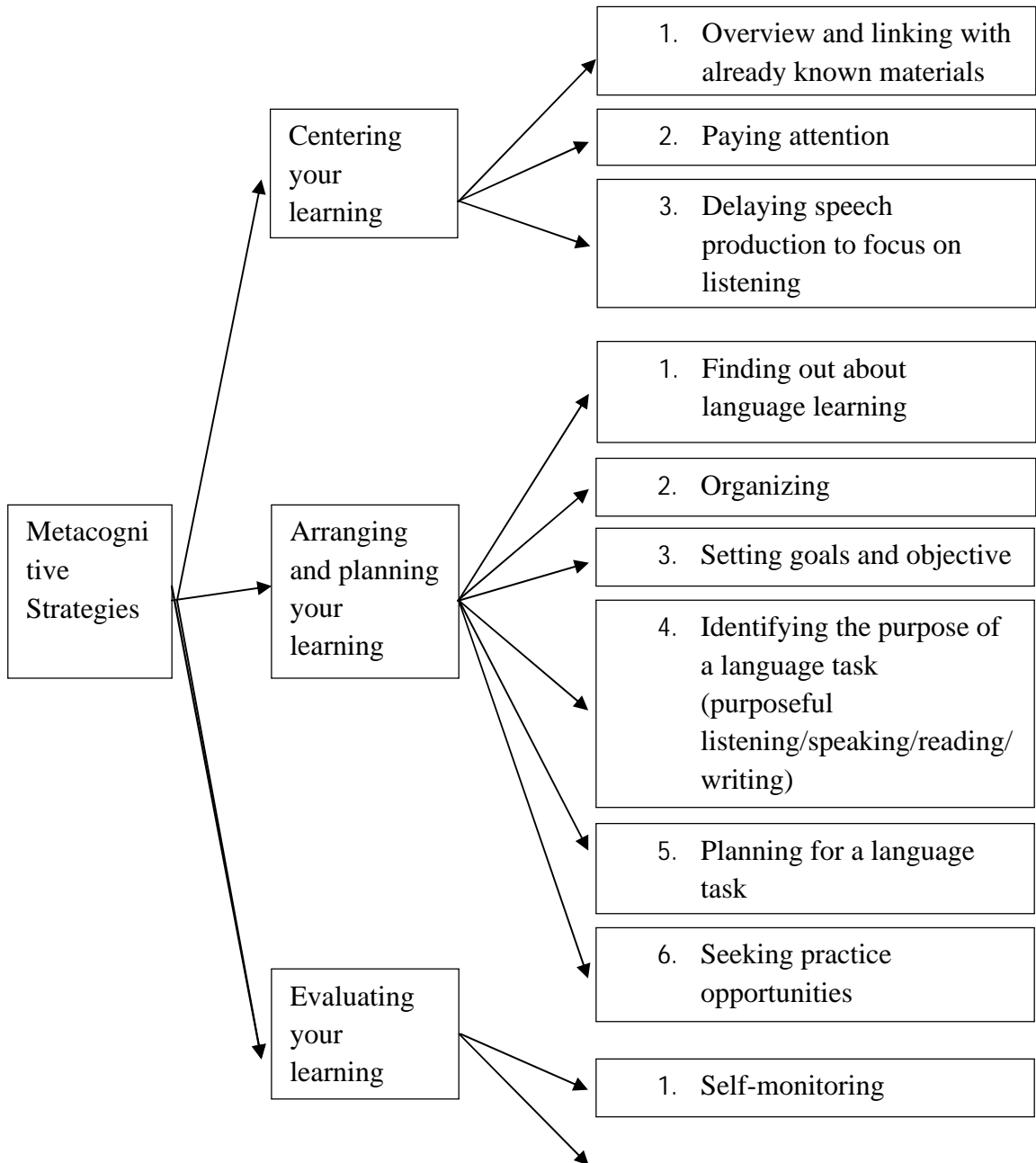
COMPENSATION STRATEGIES

Figure 1.3. (Oxford strategy classification system)



METACOGNITIVE STRATEGIES

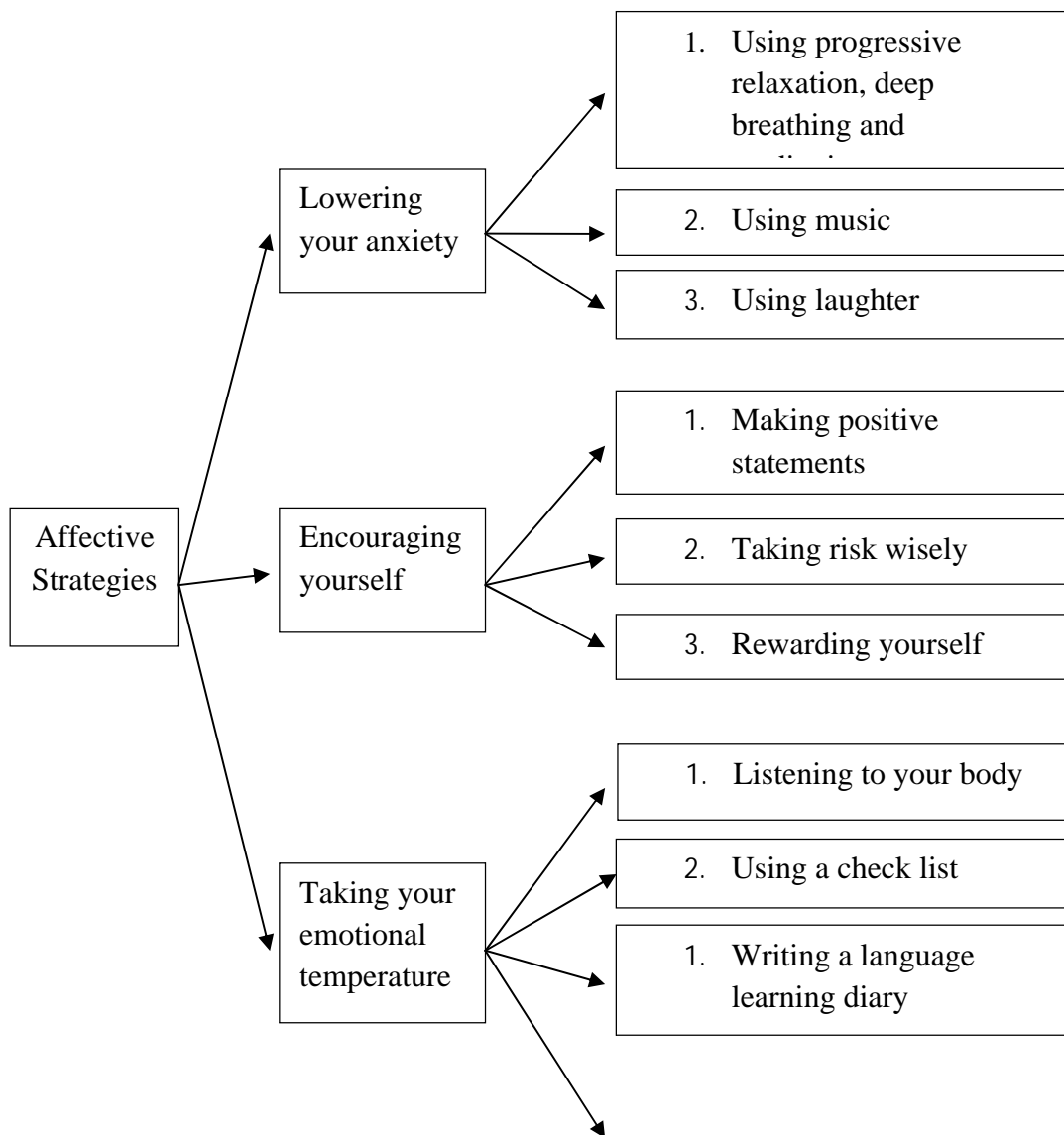
Figure 2.1. (Oxford strategy classification system)



2. Self-evaluating

AFFECTIVE STRATEGIES

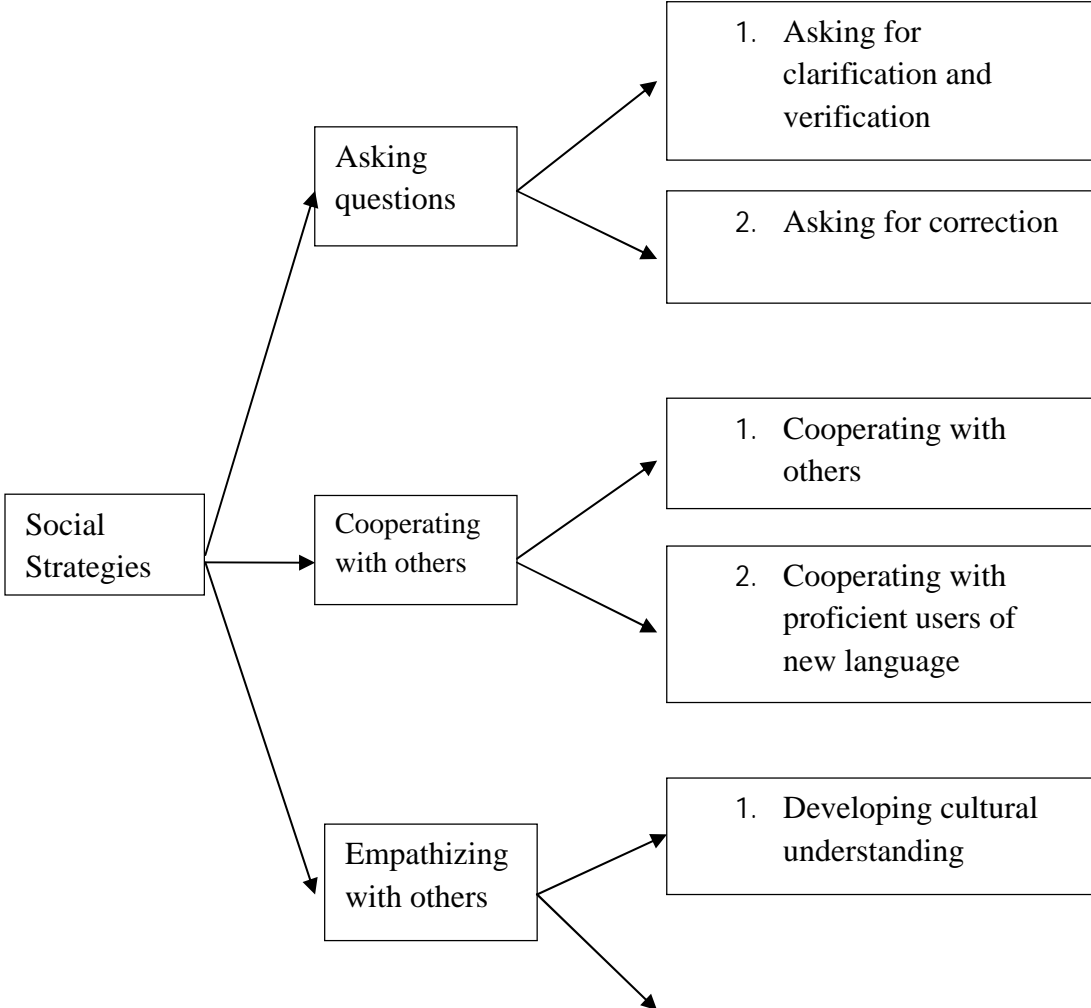
Figure 2.2. (Oxford strategy classification system)



4. Discussing your feeling with someone else

SOCIAL STRATEGIES

Figure 2.3. (Oxford strategy classification system)



- | |
|--|
| <ol style="list-style-type: none">2. Becoming aware of others' thoughts and feelings |
|--|

D. Acceleration Program

Acceleration program is the most familiar program that is implemented in Indonesia. According to Clark, acceleration can take many forms. It can mean early entrance to formal schooling, moving through a primary area in 2 rather than 3 years, grade skipping, advance placement, etc. Moreover, team of DEPDIKNAS stated that there are some models of acceleration program.⁹

1. Model of Acceleration Program

1. Early Entrance

In this model, the learners entrance the school in the earlier age than the requirement in general.

2. Subject Acceleration

⁹ Team of DEPDIKNAS. *Penatalaksanaan Psikologi Program Akselerasi*. (Depdiknas 2007)

In this model, the learners placed at the higher grade for one or more particular subject in their competence, while in the other subjects they join in their original class.

3. *Curriculum compacting*

In this model, the learners can learn fast through the curriculum that is made by reducing some activities such as drill, review etc.

4. *Telescoping*

In this model, the learners can pass the school one year earlier than the regular class. For example, students of Elementary school can pass the school in five years and the students of Junior and Senior High School can finish their study in two years.

5. *Mentorship*

In this model, the school invites the mentor for particular subject. The mentor is asked to give the materials and guidance for the gifted and talented students.

6. *Advanced placement*

In this model, the learners can take one or more subjects at higher level (it can be in university level).

7. *Correspondent courses*

In this model, the learners can take a course in Senior High school and University level in written through postal or video.

From the models that have been presented above, the dominant model that is implemented in the school is *telescoping model*. In this model the students can finish the school in less time than is usually required; usually one year faster than normal.

2. Academic Acceleration

Academic acceleration is the advancement of student in subject at a rate that places them ahead of where they would be in the regular school curriculum. Acceleration is most often used as an intervention to accommodate the learning needs of gifted and talented students. The following types of acceleration class is :

1. Early admission to kindergarten
2. Early admission to first grade
3. Grade skipping
4. Continuous progress

5. Self-paced instruction
6. Subject-matter acceleration/partial acceleration
7. Combined classes
8. Curriculum compacting
9. Telescoping curriculum
10. Mentoring
11. Extracurricular program
12. Correspondence courses
13. Early graduation
14. Concurrent
15. Advanced placement program
16. Credit by examination
17. Acceleration in college

In general, not all of the schools can do acceleration program. The guidelines for the school to do the acceleration program based on the team of DEPDIKNAS are:

3. Doing comprehensive evaluation includes some aspects of intelligence, academic, social and emotional. This evaluation involves psychologist, teachers, parents and students. The purpose of this evaluation is to know the ability of the students.
4. Academic achievement is above the average.
5. The learners do not have social and emotional problems and also have high motivation in learning.
6. The learners do not feel under pressure and afraid that they are failed.
7. The learners have a good health.
8. The teacher has to have a positive attitude and help the children to adapt in acceleration program.
9. The acceleration program will be better if is done at the beginning of the year, but it is also might done at the middle or by the end of year.
10. The learners are trained in acceleration program minimum six weeks. The learners that failed in training program back to regular class.

The students of Acceleration class are special students so there are some requirements for the students to attend acceleration class, those are:

1. NUN (Nilai Ujian Nasional) minimum 8,0 for junior high school and senior high school.
2. The score of academic test minimum 8,0.
3. The average score of “RAPORT” not less than 80
4. IQ very superior with the score minimum 130 (Wechsler scale), supporting with the creativity and engagement in doing the assessment more than the average.
5. Nominated from her/himself (self nomination), friends (peer nomination), parents (parents nomination), teacher (teacher nomination) and the observation from the talents.
6. The students have a good health, showed by letter form from doctor.
7. Written agreement from the students him/herself and from the parents to join acceleration class. (Team of DEPDIKNAS 2007:46-47)

To enter the Acceleration class, the students not only have to fulfill the requirements but also have to follow some steps. There are two steps to define whether the students can join Acceleration class, they are:

1. Screening

This step is done to look for the nomination that will join at acceleration class. It involves parents, teacher and the students him/herself. In this step, the selection is done based on the achievement academic from the grade before and psychological test.

2. Selection

After screening step, the students are given the continued test that is done in a group or individual. The tests consist of intelligence test, creativity test, and task commitment scale. In this step, the students are also given projective test to know the emotional and social aspect.

There are some advantages of acceleration based on Clark:

1. Gifted students are inclined to select older companions because their levels of maturity are often more similar. Neither the method nor the age of acceleration appears to be of consequence.
2. Acceleration can be used in any school.
3. Acceleration allows capable students to enter their careers sooner, resulting in more productivity.
4. Because of their spending less time in school, the gifted students' educational costs are lowered.

5. Accelerated students do as well as or often better than the older students in their class.
6. There is less boredom and dissatisfaction for the bright students.
7. Social and emotional adjustments are generally high, in most report above average, when accelerated.
8. In general, teachers and administrators are opposed to acceleration, while parents and students, especially those who have experienced acceleration, are for it.
9. To be successful, acceleration must be continuous and coordinated.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the aspects of the research method that covers: research design, research subject, research instruments, data collection and data analysis.

A. Research Design

Research design is a plan that guides the decision about when and how often to collect data, what data to gather, from whom and how to collect the data, and how to analyze the data. There were two kinds of research design; those are qualitative and quantitative research. But this explanation is about qualitative data, and just discuss about qualitative research.

Qualitative research was a general term referring to the research involving detailed, verbal descriptions of characteristics, cases and setting. Qualitative research usually involved fewer cases investigated in more depth than quantitative research. Analysis begins with the identification of the themes emerging from the raw data, a process sometimes referred to as open coding.

During open coding, the researcher must identify and tentatively name the conceptual categories into which the observed phenomena will be grouped. The goal is to create descriptive, multidimensional categories which form a preliminary

framework for analysis. The next stage of analysis involves the re-examination of the categories, technically referred to as axial coding.

Finally, selective coding is the process of selecting the central or core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement.

Upon analysis of the data, the researchers of the current study benefited from Strauss and Corbin's model, stating that the heart of data analysis in grounded theory is based on three types of coding procedures: open, axial, and selective. The participants' comments were first transcribed. Then the transcribed data were codified according to the above coding strategies.

B. Research Subject

In conducting research, there must be the subject that will be investigated to get the data. According to Mc.Millan "Subject is an individual who participates in a research study or is someone from whom data are collected."¹⁰

In this research, the subject was the 10th grade students of Acceleration Class at MAN 3 Tulungagung which consisted of 15 students. In fact, when the researcher gave the questionnaire for the students, one of them was absent because of sickness so the subjects of this research became 14 students

¹⁰ H. James, Mc.Millan. *Educational Research: Fundamentals for the Consumers*. (Virginia: Harper Collin Publishers 1992), h. 23.

C. Technique of Data Collection

According to Bogdan dan Biklen, “data refer to the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis”.¹¹ To collect the data, the researcher used observation, interviewed and documentation. The data were collected by the following steps:

4. Conducting the observation at acceleration class. This observation did three times to get more valid data about learning strategies used by the students.
5. The interviewed about larning strategies used by the student especially in acceleration class use participant in 10 grade student.
6. The documentation to validity the data collection.
7. Integrating the data from observation, interviewed and documentation.
8. Drawing conclusion about the data from the observation, interviewed and documentation.

a. Interviewed

¹¹ Robert and Biklen Bogdan. *Qualitative Research for Education: An Introduction to Theory and Methods*. (Washington DC. 1982), h. 27.

Qualitative interviews may be used as the main strategy for data collection, or in conjunction with other methods such as observation. Patton discusses three types of qualitative interviewing: (1) informal, conversational interviews; (2) semi-structured interviews; and (3) standardized, open-ended interviews.

To this end, the first instrument utilized in this study was a semi-structured interview, which is the primary method of data collection in grounded theory.¹² Through the interviews, the researchers tried to extract the strategies used by the learners. Some questions and hints were given during this session to explore the strategies both directly and indirectly. The questions of this phase included the strategies that were presented for language learning in the literature review and the taxonomies developed by Oxford, O'Malley and Hung and Naerssen.

b. Observation

Observation is used in qualitative research. Ary stated that "Observation are made in an attempt to get a comprehensive picture of a situation". There were two kinds of observation; those are *participant* and *non-participant observation*. In participant observation, the observer actively participated and became an insider in the event being observed so that he or she as a participant. In the other side, in non-participant observation, the researcher observed without participating or taking any active part in the situation.

¹² Sorenson, C., Jacobs, L. C., Razavieh, A., & Ary, D. Introduction to research in education (7th ed.). (Belmont, CA: Wadsworth 2006), h. 43.

In this observation researcher using participant observation, and the participant is students in MAN 3 Tulungagung is 10 grade. And one of the students is the participant of this questionare research.

c. Documentation

This method is a way of collecting data that produce important records related to the problem under study, in order to obtain valid and complete data is not based on estimates. Develop documentation formats or form of documentation or form recording documents. Compare with an appliance or other data collection instruments can be said to be easier. Because in making documentation researchers simply make blank in accordance with the order to insert or remove the relevant data from something source document.

Guba and Lincoln defines the documents and records as follows : each records ia a written statement prepared by a person or institution for the purposes of testing an event or presenting accounting and document is any written material or films.

Documents and records used for research according to Guba and Lincoln for reason that can be accounted for as follows :

1. Documents and records used as a source of table, rich and encouraging
2. Useful an evidence for testing

3. Both are useful and appropriate to qualitative research because of its scientific
4. Result of the assesment will allow th e content to further expand the body of knowledge about something.

D. Data Analysis

Data analysis is the next process after the data collection. It is a process whereby a researcher systematically arranges the data in order to make them more understandable for researcher and for others. Besides, it is also the process in which a researcher search pattern. In this process, the writer did some procedures to get a clear description of data analysis. In analyzing the data, the researcher takes some steps .Based on Donald Ary there are some stages to describe qualitative data, the stages as follows:

1. Familiarizing

The researcher reread the data about speech styles that found in transcript. It help the researcher to understand more to the data.

2. Organizing

In this step, the researcher organizes the data. The conversation containing speech styles will be classify based on the speaker. In this case, only conversation containing speech style and uttered by the main characters will be rewrite.

3. Coding

The researcher gives mark or underline to the sentences containing speech style. In the transcript that have classified, the researcher give mark to the utterance that identified as frozen one, casual, formal, consultative or intimate style. After all the data are coded, the sentence that have same code or category placed in the same list

4. Interpreting

This is about bringing out the meaning, telling the story, providing and explanation and developing plausible explanations. The researcher will explain about how the utterances identified as style by combining grounded theory with the data.

5. Representing

In this step the researcher will be explain how the data are presented. Because the type of research of this study is qualitative, the researcher delivers the data through descriptive detail. The researcher explains by words about the finding of the research.

The data needed for this study were collected in 3 distinct phases:

- a. The questions were predetermined since the interview was goal-oriented, making the strategies used by the learners known as well as revealing the commonalities among the students and ignoring those rare strategies used by

special participants. Additionally, in order to reduce misconceptions between the researchers and interviewees, the interview was done in Persian, but technical words and expressions were used in English.

- b. The researchers transcribed and then codified the strategies, benefiting from two types of codification, namely, open coding and axial coding. The outcome was a speaking strategy model which will be presented later.
- c. A questionnaire on speaking strategy was developed based on the results obtained in the second phase

From the data collected above we can analysis the research with student or subject of research in MAN 3 tulungagung, based on the observation with subject of reseacrh we know that student in MAN 3 tulungagung especially of acceleration class used speaking strategies to learn english lesson, why they use speaking strategies because with using speaking strategies they can answers or understand well about english language.

The first category that appeared to be salient in the participants' Several points were repeatedly mentioned by the participants about what they did while they were speaking. Another strategy that almost all learners repeatedly elaborated on was how important accuracy was in their speech. Some tried to pay more attention to accuracy than fluency while to others, communication played the most important role in their speaking. Although some learners did not pay attention to what would happen

if they made mistakes in class, the rest were afraid of making mistakes, especially in mixed classes.

What learners do when giving lectures is another issue that was important. Some preferred to write what they wanted to say first and then present it. Some benefited a lot from body language. Most learners are willing to develop their speaking abilities and thus some measures were taken to this end, such as memorization. On the other hand, there were some learners who preferred giving summaries instead of memorizing dialogs, while some did both summarizing and memorizing. Another group of strategies includes creating a pseudo-native context that is, listening and watching English programs and trying not to speak the mother tongue even after the class.

To conclude step 2 of the codification stage, it can be said that altogether, there are 7 distinct categories of learner strategies:

1. Interference of mother tongue
2. Error correction
3. Accuracy
4. Body language and substitution
5. Educational-aid methods and instruments
6. Memorization and summary

7. Sensitivity toward chances

Bogdan and Biklen explained that:

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

After the data were collected, the researcher analyzed the data with the following procedures:

- a. The researcher classified the students' answers from the questionnaire. The researcher classified the students' answers based on the indicators that had been given.
- b. After classifying the students' answers from the questionnaire, the researcher calculated the mean of the score to define frequency of learning strategies and the most dominant learning strategy that were used by the student.
- c. The next step was interpreting the result of the observation to get more valid data.
- d. The next step was getting the interviewed for student at MAN 3 Tulungagung about the strategies used by them.

- e. After getting interviewed we can collect the documentation to validity the data, usually about the picture or recording the interviewed with the subject.
- f. The last procedure was drawing the conclusion from the result of the questionnaire an observation.

E. Validity and Reliability Data

1. Validity

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. While reliability is concerned with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study success at measuring what the researcher set out to measure.

Researcher should be concerned with both external and internal validity. External validity refers to the extent to which the result of a study are generalizable or transferable. Internal validity refers to the rigor with which the study was conducted, the extent to which the designers of a study have taken into account alternative explanations for any causal relationships they explore (Huitt, 1998) in studies that do not explore causal relationship only the first of these definition should be considered when assessing internal validity.

2. Reliability

Reliability is the extent to which an experiment, test or any measuring procedure yields the same result on repeated trials. Without the agreement of independent observers able to replicate research procedure or the ability to use research tools and procedure that yield consistent measurement, researcher would be unable to satisfactorily draw conclusions, formulate theories, or make claims about generalizability of their research. In addition to its important role in research, reliability is critical for many parts of our lives, including manufacturing, medicine and sports.

3. Difficulties of Achieving Reliability

It is important to understand some of the problems concerning reliability which might arise. It would be ideal to reliably measure, every time, exactly those things which we intend to measure. However, researchers can go to great lengths and make every attempt to ensure accuracy in their studies and still deal with the inherent difficulties of measuring particular events or behaviors. Sometimes and particularly in studies of natural settings the only measuring device available is the researcher's own observation of human interaction or human reaction to varying stimuli. As these methods are ultimately subjective in nature, results may be unreliable and multiple interpretations are possible. Three of these inherent difficulties are quixotic reliability, diachronic reliability and synchronic reliability.

a. Quixotic reliability

Refers to the situation where a single manner of observation consistently, yet erroneously, yields the same result. It is often a problem when research appears to be going well. This consistency might seem to suggest that the experiment was demonstrating perfect stability reliability this, however, would not be the case.

b. Diachronic reliability

Refers to the stability of observation over time. It is similar to stability reliability in that it deals with time. While this type of reliability is appropriate to assess features that remain relatively unchanged over time, such as landscape benchmarks or buildings the same level of reliability is more difficult to achieve with socio cultural phenomena.

c. Synchronic reliability

Refers to the similarity of observation within the same time frame, it is not about the similarity of things observed, synchronic reliability unlike diachronic reliability rarely involves observation of identical things. Rather it concerns itself with particularities of interest to the research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on presenting the research finding based on the results of the data analysis. In other words, it presents the answer of the research question. In addition, it also presents the discussion based on the related theories to clarify the findings.

A. Data Finding

Data finding is conclusion or result from the reseach with subject,then researcher want to show the finding of the data research with form of interview with subject at MAN 3 tulungagung.

The subject of researcher is student at MAN 3 ttulungagung, 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 student name is siti qoriah, she is a student at ten grade in the acceleration class, she hope to be an english teacher, so she studying english diligently. And thats why the researcher used the subject to the research the data.

Student at MAN 3 tulungagung start the lesson and active the school, at 08:00 researcher arrive at the school and start from ask permission to the teacher especially a headmaster of the school to have an observation.

The student at MAN 3 tulungagung is ten grade student because the research is about acceleration class. In the class researcher find a 14 student for 15 student because one of the student have sick.

From 09:00 until 10:00 researcher waiting the replacement the lesson from the teacher and at the time the student has a break from the lesson. Researcher ask permission the teacher to giving interview to the teacher just the little time before they break at out of the class, and after collect the questionare from the subject or student approximately 10:10 researcher ask one of all the student to have an interviewed with researcher.

One of all the student name is Siti Qoriah, she usualy call with qori', she proud to be an english student at MAN 3 tulungagung especially in acceleration class. Researcher give more question about the strategies is used by the student at she's class also the dominant strategies is used by the student in the class.

In the observation researcher get the result if student in MAN 3 tulungagung used speaking strategies to studiyng english in the class, they especially student in acceleration class used speaking english in daily activity to train the skill about speaking, althought the grammar and vocabulary very little they consist to speak with other, especially their friends. *(siti qoriah X grade student at MAN 3 tulungagung 06 agustus 2014 10:00)*

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 anthusias to imitate the foreign people talking english language. *(siti qoriah X grade student at MAN 3 tulungagung 06 agustus 2014 10:00)*

On the other hand all of the student in the class is dominant to used speaking strategies, because they usualy use speaking english in daily activity especially in english lesson at the class. *(siti qoriah X grade student at MAN 3 tulungagung 06 agustus 2014 10:00)*

They feel enjoy used speaking strategies because speaking english is easy to used than other strategies, they understand the lesson english using speaking strategies by the teacher. *(siti qoriah X grade student at MAN 3 tulungagung 06 agustus 2014 10:00)*

1. Learning Strategies used by student of Acceleration Class in speaking English at MAN 3 Tulungagung.

After getting the data from the questionnaire that had been distributed to the students and the observation, it was found that the learning strategies used by 10th grade students of acceleration class in learning English at MAN 3 Tulungagung included *speaking strategies*. 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 gramatical correctly 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 wit their friend.

2. The Most Dominant Learning Strategies Used by Student of Acceleration Class in Speaking English at MAN 3 Tulungagung.

Student at MAN 3 Tulungagung used speaking strategies that because they can control speaking strategy properly, they can memorize a variety of vocabulary quickly, and they are easier to talk because they can capture what their friends are talking about, most of them ignore the grammar and vocabulary they know and understand about what their friends are talking about.

B. Discussion

The subject of researcher is student at MAN 3 ttulungagung, 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 student name is siti qoriah, she is a student at ten grade in the acceleration class, she hope to be an english teacher, so she studying english diligently. And thats why the researcher used the subject to the reseacrh the data.

In the observation researcher get the result if student in MAN 3 tulungagung used speaking strategies to studiyng english in the class, 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 antusias to imitate the foreign people talking english language.

Researcher get the interview with student at MAN 3 tulungagung starter from 8:15 am and the researcher ask permission to the teacher were taeching the student at the class to give the questionare and ask one for all the student in the class to give a question have the form an interview. At 10:00 am when the replacement of lesson, researcher give permission to ask a little of question

Based on the interview the student enjoy to used speaking strategies than other. They fell enjoy and eel easy to used speaking strategies, they dont care about the grammar, they just speaking english to other friend to sharpen the skill about speak english well.

And the dialogue is quotation for the interviewed with the subject. And the result of the interview is student in acceleration class at MAN 3 tulungagung used speaking strategies because the strategies is easy to use and they can understood the lesson if using the speaking strategies than listening etc.

Although there have been lots of studies conducted on language learning strategies, there seems to be lack of research on the speaking strategies used by

learners To this end, the speaking strategies applied studied to develop a relevant model. It was revealed use strategies for two main reasons: to help them convey themselves more effectively at the time of speaking and to develop their oral production ability before or after the time of speaking.

Student at MAN 3 Tulungagung used speaking strategies that because they can control speaking strategy properly, they can memorize a variety of vocabulary quickly, and they are easier to talk because they can capture what their friends are talking about, most of them ignore the grammar and vocabulary they know and understand about what their friends are talking about.

Overall, these strategies can be grouped into two distinct categories: on-line and off-line strategies. Furthermore, these two themes consist of different sub-categories. Interference of mother tongue, error correction, accuracy, body language and substitution can be subsumed under on-line strategies, while memorization and summary, sensitivity toward chances and educational-aid methods and instruments can be labeled off-line strategies. To put it another way, the model developed for speaking strategy use in this study includes two themes and seven categories as explained above.

Ary, Donald. (2002) stated that “Observation are made in an attempt to get a comprehensive picture of a situation”. There were two kinds of observation; those are *participant* and *non-participant observation*. In participant observation, the

observer actively participated and became an insider in the event being observed so that he or she as a participant. In the other side, in non-participant observation, the researcher observed without participating or taking any active part in the situation.

In this observation researcher using participant observation, and the participant is students in MAN 3 Tulungagung is 10 grade. And one of the students is the participant of this questionare research.

Comparing issues discussed above with the findings of the present study regarding the level of proficiency and strategy use, it is found that results of this study are not consistent with other studies conducted in this regard. As emphasized above, this inconsistency may account for context differences as Brown (2000) states "Every learner is unique. Every teacher is unique. Every learner-teacher relationship is unique and every context is unique"

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is presented to point out the findings that have been mentioned in the previous chapter. It is aimed to give some conclusion and suggestion.

A. Conclusion

- The learning strategies is used by the student of acceleraion class is speaking english. They used learning speaking strategies to support their english learning activities, because the speaking strategies is easier than other strategies they choose speaking strategies and applying in daily activity especially in the class. The frequency of each strategy were memory-related strategies,because they can control speaking strategy properly, they can memorize a variety of vocabulary quickly, and they are easier to talk because they can capture what their friends are talking about, most of them ignore the grammar and vocabulary they know and understand about what their friends are talking about. Therefore they choose speaking strategies in learning English that they deem more easily.
- The most dominant of the student used in MAN 3 tulungagung is memory related strategies, because they can memorized well about the teacher speak in the class. And they can applying the strategy in daily activity especially in

the class. They choose that strategies because the strategies is easy than other, and they can understand well about the lesson in the class using the strategies.

From the summary or the result above, the researcher concluded that the learning strategies that the students used speaking strategies based on the characteristic of each students. The students choose the strategy that suitable with them that can make them easy to understand and enjoy the class.

B. Suggestion

Related to the findings and discussions of the research, the researcher would like to give some suggestions for the teachers, students and the next researchers.

1. Suggestion for the teachers

In teaching learning process, especially in English subject, the teachers need to know their students learning strategies in order to decide the appropriate method and techniques in teaching. The teacher also can give information to the students about the advantages of learning strategies.

In teaching learning process, students centered learning is better than teacher centered. That is why, it is better for the teachers not force the students to accept one method. Therefore, by knowing the learning strategies used by the students, the teachers can use the appropriate approaches, materials and methods to apply in teaching learning process so teaching learning process can run effectively.

2. Suggestion for the students

Learning strategies is very important in learning process because it can help the learning easier, faster, more enjoyable and more effective. Because of that, it is suggested to the students to choose the learning strategy that is suitable for them so that they can understand the lesson easier and enjoy the lesson.

3. Suggestion for the next researchers

The area of research for teaching and learning process is very broad. It is necessary to conduct other researches related to the students' strategies in learning English. In this research, the researcher only investigated the learning strategies used by the students of acceleration class in English subject in general with five indicators. Therefore, the other researcher can investigate the learning strategies used by the students of acceleration class in English subject in general by using the others or all indicators. The other researchers also can investigate the effectiveness of certain category of English learning strategies. Besides, the researcher also suggest that other researchers can conduct the research about the differences between learning strategies used by the students of acceleration class and the students of regular class.

APPENDIX 1

Speaking Strategy Questionnaire

Student Name :

Sex : Female/Male

Level :

A. When I speak English:

1) I think in Indonesian then I translate it into English?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

2) Communication is very important for me even if I don't use correct grammar?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

3) If I have time, first I write, and then I speak?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

4) I am worried about making mistakes and I feel shy when I make a mistake.?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

5) I correct myself whenever I make an error?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

6) I correct only big errors and ignore slips of tongue?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

7) If I forget a word, I explain the word in English or use synonyms?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

8) I use gestures (body language) to express myself better?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

B. To improve my speaking ability:

9. I read newspaper and books in order to learn new structures and words?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

10. I memorize the dialogs to use the structures?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

11. I give the summary of the dialogs or the texts in my own words?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

12. I speak English with my teacher and friends after class?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

13. I practice reading English texts aloud?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

14. I listen to radio or recordings?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

15. I repeat after listening to radio, recordings or music?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

16. I watch films or TV programs in English?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

17. When my teacher asks questions in class, I try to answer him/her mentally to myself?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

18. When my friends speak in class, I try to check their errors and correct them mentally?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

19. When listening to my teachers or people who are good at English, I am careful about the structures, words and idioms that they use, and I try to use them in my speech?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

20. I use English to English dictionary to improve my pronunciation and learn new words?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

21. I try to relax whenever I speak English?

a. Strongly agree b. agree c. no idea d. disagree e. strongly disagree

GOOD LUCK

APPENDIX 2

Documentation

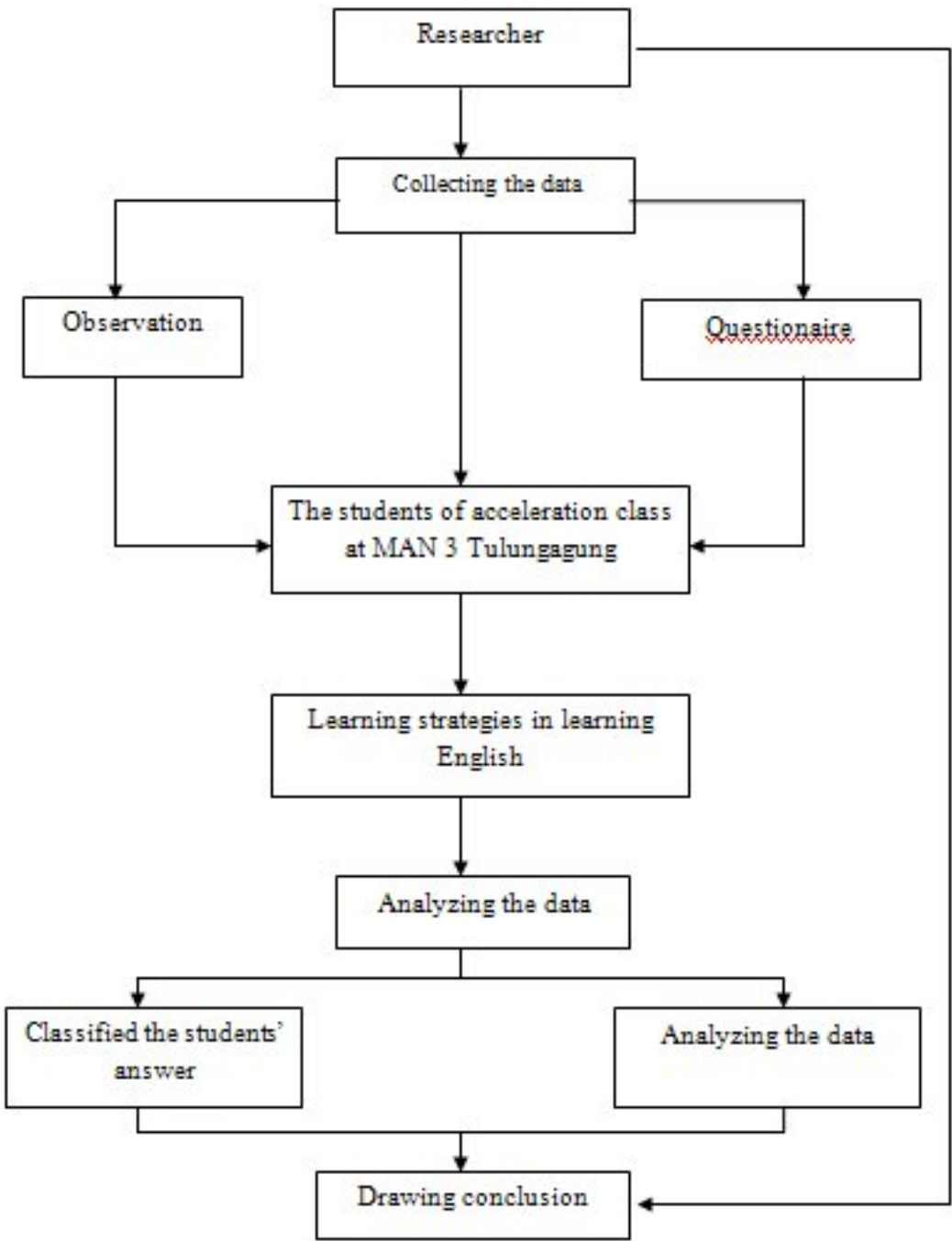




The explanation of the scheme of data collection and data analysis:

Researcher collects the data through the questionnaire and the observation to the 10th grade students of Acceleration Class at MAN 3 Tulungagung about learning strategies that they used when they are learning English. The questionnaire consist of 21 items was extracted from the interview data. While the observation do three times to support the data from the questionnaire. After gets the data about learning strategies that the students used when they are learning English, the researcher analyzes the data by classifying the students' answers. The last is drawing conclusion from the result of data analysis.

The scheme of data collection and data analysis



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