

**INVESTIGATING STUDENTS' SPEAKING LEARNING
STRATEGIES AT STAIN TULUNGAGUNG**

THESIS

Presented to

State Islamic College of Tulungagung

In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan Islam in English Education Program



By:

MAS ULI NI'MAH AL-FAQIH
NIM. 3213093020

**ENGLISH EDUCATION PROGRAM
DEPARTMENT OF ISLAMIC EDUCATION
STATE ISLAMIC COLLEGE (STAIN)
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This is to certify that thesis entitled "Investigating Students' Speaking Learning Strategies at STAIN Tulungagung" written by Mas Uli Ni'mah Al-Faqih has been approved by the thesis advisor for further approval by the Board Examiners.

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MOTTO

ومن لم يذق مرّ التعلّم ساعة ۝ تجرّع ذلّ الجهل طول حياته

DEDICATION

Alloh S.W.T

Prophet Muhammad S.A.W

All of my teachers and teachers of my teachers, especially my

S.S' teacher

My parents

Science, all people who teach and are taught

DECLARATION OF AUTHORSHIP

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State that the thesis entitled “Investigating Students’ Speaking Learning Strategies at STAIN Tulungagung” is truly my original work. It does not contain any materials previously written or published by another person except those indicated in quotation and references. Due to the fact, I’m the only person responsible for the thesis if there is any objection or claim from other.

Tulungagung, July 2013

Mas Uli Ni'mah Al-Faqih
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ABSTRACT

Alfaqih, Mas Uli Ni'mah. 2013. Student Registered Number (NIM) 3213093020. *Investigating Students' Speaking Learning Strategies at STAIN Tulungagung*. Thesis. English Education Program. Department of Islamic Education. State Islamic College of (STAIN) Tulungagung. Advisor: Arina Shofiya, M.Pd.
Keywords: Learning Strategy, Speaking Strategy, Speaking skill.

In learning foreign language, speaking is the most demanding for students. Speaking has been major focus in the last 30 years. It is also widely known that the ability to function another language is generally characterized of being able to speak that language. Certain learners seemed to be successful regardless of methods or techniques of teaching. In addition, learners who are taught the strategies underlying their learning is highly motivated than those who are not. Then it implies that learning strategy is very important in learning language, especially in learning speaking as one of foundation and consideration to be successful English learner.

The research problem in this study: 1) What are the learning strategies used by students in speaking at STAIN Tulungagung? 2) How are the learning strategies used by the students in speaking at STAIN Tulungagung contributive to their speaking? Then the purposes of this study are: 1) To describe the learning strategies used by the students in speaking at STAIN Tulungagung. 2) To explore the contribution of students' learning strategies used in their speaking.

The findings of the study are expected to give both theoretical and practical contribution. Firstly, theoretically the result of this study is expected to give contribution for the science in teaching and learning speaking. The information about the speaking strategies can give people information about the various learning strategies used by students who are good in speaking. Secondly, practically it can be useful for students and English teacher. For students, they can apply and develop learning strategies used by the students who are good in speaking. Meanwhile for English teacher, this research can enable them in designing appropriate material and activities. Besides, teacher can teach students strategies to tackle and develop language. The research design of this study is descriptive research using qualitative approach. The purpose of qualitative is to picture out phenomenon. The researcher wanted to know the strategies used by the selected students.

Since qualitative research studies more typically used nonrandom selection technique based on particular criteria, the researcher chose subjects from some criteria. The data of this study are the students' strategies in learning speaking and its contribution for their speaking improvement. And the data source is from the selected students. The methods of collecting data in this research are interview, observation, and documentation. The methods of data analysis are reduction, display, and conclusion. By employing all of the methods above, relevant data are collected.

The research findings: 1) Students have various strategies in learning speaking that are suitable with their interests, characteristics, and needs. The speaking strategies they apply are: learning and practicing English components,

correlating the new information with the other concepts, using various activities for getting language inputs, writing the language down in the form of story or notes and working directly in L2 (include in cognitive strategy), identifying lack of language, taking ones who are good in speaking as a model and ones successful in learning to be followed the suggestions, making speaking outline, checking and verifying their friends' performance or comprehension, managing language produced (include in metacognitive strategy), plugging into English community and managing psychological matters (include in socio- affective strategy). 2) The contribution of students' speaking strategies are: a) Learning English components such as grammar, vocabulary and its pronunciation, memorizing it, and practicing it, writing the language down in the form of language diary or notes and story, correlating information in their mind to the other concept, making outline, and working directly in L2 without translating were contributive toward their speaking skill, writing and reading skill improvement, b) checking and verifying friends' performance, managing language produced, watching movie, listening to music, and reading books are contributive toward students' speaking, listening and reading skill also English components (vocabularies, grammar and pronunciation) improvement, c) identifying lack, taking someone who are good speaking to be the model and ones successful in learning language to be followed their suggestions, managing psychological matters, plugging into English community are contributive toward students' speaking skill improvement, reduces the reluctance of speaking and increases the motivation in learning. Then, it is contributive to the improvement of English in general. The speaking strategies give contribution toward both English components and English skills, especially for improving students' speaking skill.

ABSTRAK

Alfaqih, Mas Uli Ni'mah. Nomor Induk Mahasiswa (NIM) 3213093020.
Investigating Students' Speaking Learning Strategies at STAIN Tulungagung.
Skripsi. Tadris Bahasa Inggris. Jurusan Tarbiyah Sekolah Tinggi Agama Islam
Negeri (STAIN) Tulungagung. Pembimbing: Arina Shofiya, M.Pd.

Kata kunci: Strategi Belajar., Strategi berbicara, keterampilan berbicara.

Dalam mempelajari bahasa asing, keterampilan berbicara adalah yang paling menuntut bagi siswa. Keterampilan berbicara telah menjadi fokus utama sejak 30 tahun terakhir. Telah dipahami dengan baik bahwa kemampuan untuk memfungsikan bahasa asing pada umumnya dikategorisasikan sebagai kemampuan untuk berbicara menggunakan bahasa tersebut. Peserta didik tertentu berhasil karena metode-metode atau teknik-teknik dalam pengajaran. Peserta didik yang telah diajari strategi yang mendasari pembelajaran mereka, mempunyai motivasi yang tinggi dibanding mereka yang tidak. Hal ini berarti bahwa strategi belajar sangat penting dalam pembelajaran bahasa, khususnya belajar keterampilan berbicara sebagai salah satu pondasi dan pertimbangan untuk menjadi peserta didik Bahasa Inggris yang sukses.

Rumusan masalah dalam penelitian ini adalah: 1) Strategi belajar apa yang digunakan mahasiswa STAIN Tulungagung dalam berbicara? 2) Bagaimana strategi belajar yang digunakan mahasiswa dalam berbicara kontributif terhadap keterampilan berbicara mereka? Kemudian tujuan dari penelitian ini adalah: 1) Untuk mendeskripsikan strategi belajar apa yang digunakan mahasiswa STAIN Tulungagung dalam berbicara. 2) Untuk menyelidiki kontribusi dari strategi belajar yang digunakan mahasiswa dalam berbicara. Hasil dari penelitian ini diharapkan dapat memberikan kontribusi secara teoritis maupun praktis. Secara teoritis, hasil dari penelitian ini diharapkan dapat memberikan kontribusi terhadap ilmu pengetahuan terkait dengan proses belajar mengajar tentang keterampilan berbicara. Hal-hal yang terkait dengan strategi berbicara, diharapkan dapat memberikan ilmu bagi masyarakat mengenai berbagai macam strategi pembelajaran yang digunakan peserta didik yang memiliki kemampuan yang bagus dalam berbicara. Secara praktis, hasil penelitian ini diharapkan dapat berguna bagi pelajar dan pengajar Bahasa Inggris. Bagi pelajar, mereka dapat mengaplikasikan dan mengembangkan strategi belajar yang digunakan siswa yang mempunyai keterampilan berbicara yang baik. Sedangkan bagi pengajar Bahasa Inggris, penelitian ini dapat membantu mereka membuat materi dan aktifitas yang sesuai. Selain itu, pengajar juga dapat mengajarkan kepada siswa strategi-strategi untuk mengatasi masalah dan untuk mengembangkan kebahasaan. Desain penelitian ini adalah deskriptif dengan menggunakan pendekatan kualitatif. Tujuannya adalah untuk menggambarkan suatu masalah atau fenomena. Peneliti ingin mengetahui strategi-strategi yang digunakan mahasiswa-mahasiswa yang terpilih.

Karena penelitian kualitatif biasanya menggunakan teknik pemilihan yang tidak acak, tergantung pada kriteria-kriteria tertentu, peneliti memilih subyek penelitian dengan beberapa kriteria. Data dari penelitian ini adalah strategi-strategi

mahasiswa dalam pembelajaran keterampilan berbicara dan kontribusinya terhadap peningkatan keterampilan berbicara mereka. Sumber datanya berasal dari mahasiswa- mahasiswa yang telah terpilih. Metode pengumpulan datanya adalah wawancara, observasi dan dokumentasi. Metode analisis datanya adalah reduksi, display, dan kesimpulan. Dengan menggunakan semua metode tersebut, data yang relevan telah diperoleh.

Hasil temuannya adalah sebagai berikut: 1) Para mahasiswa tersebut mempunyai strategi yang bermacam-macam dalam mempelajari keterampilan berbahasa yang disesuaikan dengan minat, karakter, dan kebutuhan mereka, yakni (a) Mempelajari dan mempraktekkan komponen-komponen Bahasa Inggris (b) Mengaitkan informasi-informasi yang baru dengan konsep-konsep yang lain dalam memori (c) Melakukan aktifitas-aktifitas yang beragam untuk mendapatkan input bahasa (d) Membuat garis besar berbicara (e) Mengidentifikasi kekurangan dalam mempelajari bahasa (f) Mengambil orang-orang yang mahir dalam berbicara sebagai model atau orang-orang yang sukses dalam mempelajari bahasa untuk diikuti beberapa sarannya (g) Mengecek dan memverifikasi penampilan teman-teman (h) Mengelola bahasa yang mereka ungkapkan (i) Masuk dalam komunitas kebahasaan. 2) Semua startegi dalam pembelajaran kebahasaan di atas berguna untuk para subyek. Yakni dapat meningkatkan keterampilan berbahasa mereka dan keterampilan-keterampilan Bahasa Inggris yang lain seperti membaca, mendengarkan, menulis, juga komponen-komponen dalam Bahasa Inggris seperti grammar, *pronunciation*, dan kosa kata- kosa kata.

Kontribusi dari strategi siswa dalam mempelajari keterampilan berbicara adalah: a) mempelajari komponen-komponen Bahasa Inggris seperti grammar, *pronunciation* dan kosa kata, mempraktekkannya, mengingatnya, menulisnya dan mengelola bahasa yang mereka ucapkan memberikan kontribusi selain untuk untuk keterampilan berbicara mereka, juga keterampilan mendengarkan, menulis, dan membaca b) Mengecek, memverifikasi penampilan teman, memberikan kontribusi terhadap kemampuan berbicara mereka, mendengarkan, *pronunciation*, dan kosa kata c) Mengidentifikasi kekurangan mereka dalam berbahasa, mengaggap seseorang yang mahir berbicara sebagai model atau orang yang sukses mempelajari bahasa untuk diikuti sarannya, mengelola psikologis dan masuk ke dalam komunitas Bahasa Inggris memberikan kontribusi terhadap kemampuan kebahasaan dan komponen-komponen dalam Bahasa Inggris, khususnya untuk peningkatan keterampilan berbahasa atau berbicara mereka.

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Finally, the writer realized that this thesis has weakness and is still far from being perfect. Therefore, any criticism and suggestion will be gladly accepted.

Tulungagung, July 2013

The Writer

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