An Analysis of Learning Strategy in Improving English Speaking Skill of 11th Grade Students at MAN Insan Cendekia Kota Palu

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ARTICLE INFO	ABSTRAK
	The purpose of this research was to determine the dominant English learning strategies used to improve the speaking skills of grade 11 students and the obstacles they face in improving speaking skills at MAN InsanCendeika Kota Palu. This study used descriptive qualitative method. Data was collected through a questionnaire filled out by grade 11 students of MAN InsanCendekia Kota Palu. There were 32 students who were randomly selected from 4 class XI (XI IPA 1, XI IPA 2, XI IPA 3, and XI IPS) each 8 people per class to fill out the questionnaire. Furthermore, collecting data by conducting interviews with 4 students and also observations as supporting data. Based on the results of the questionnaire as a whole, students used all strategies according to the theory used in this study. The dominant learning strategy used in improving speaking skills is the Cognitive strategy as evidenced by the results of the largest questionnaire compared to other learning strategies. Cognitive is 43.8%, metacognitive is 40.5% and social affective is 30.7%. Then from the results of interviews regarding students' obstacles in improving speaking skills, it shows that students were afraid to make grammatical mistakes when speaking, they were shy, lack self-confidence and lack of student motivation in speaking related to improving speaking skills. From the data, it can be concluded that cognitive strategy is the dominant English learning strategy used in improving the speaking skills of 11th grade students at MAN InsanCendekia Kota Palu.

1. Introduction

Learning a foreign language is alike as learning another language. Students find it difficult to learn a second language because they are learning about something they have never known before. Students learn not only how to read and memorize words, but also about grammatical competence, cultural differences, and sociolinguistic features. For that reason, students require a specific learning strategy to assist them in gaining knowledge and skills. Besides having to have good professional competence, the students also need to find the right learning strategies to facilitate the learning process.

Accordingly, students need certain learning strategies to help them acquire knowledge and skills. Bjorklund states that "Strategy is a purpose-directed, purposefully executed mental activity that is used to facilitate task performance". From this statement, it is clear that strategy is a specific way that students use to solve problems or tasks while studying. Students use

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different strategies to learn a second language. This depends on the students themselves and their characteristics. They can choose learning strategies that work for them to help them understand what they are learning.

2. Literature Review
2.1 Learning Strategy

To understand the meaning of language learning strategy is important in learning and teaching English. In the world of education, strategy can be interpreted as a way or method of activities to achieve an educational goal. The word strategy comes from Greek which means high level plan to achieve one or more goals.

Learning strategies, according to Bamwell, O'Malley, and Chamot, are basic concepts or habits that people employ to help them comprehend, remember, or retain new facts. There are many options from which learners consciously select in order to optimize their chances of success in achieving their goals in learning and using the language. Learners employ language learning strategies consciously when processing new information and performing tasks. These strategies help them to comprehend better and quicker. Therefore, language learning strategies are fundamental to success in learning a new language. Based on the explanation, it can be seen that the definition of learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

According to the explaination above,O'Malley and Chamotclassify language learning processes into three broad categories: metacognitive, cognitive, and social-affective:

Metacognitive Strategy, Metacognitive strategies are significantly greater reasoning abilities used by learners to manage language learning. Metacognitive strategies include preparing for learning after an activity is done, monitoring, and measuring learning. Metacognitive strategies extend beyond the cognitive process by allowing students to arrange their learning. It enables them to better plan their language acquisition. O'Malley and Chamot additionally classified Metacognitive Strategies into three categories: Self planning, Self-monitoring, and Self-evaluation. In addition, teachers must also create fun student learning. So that students are very interested in the learning process by showing enthusiasm, achievement, Awareness and independence in learning, particularly in speaking abilities As a result of knowing the learning objectives and what is being taught, monitoring their own learning progress, and evaluating their own learning strategies, a student can be said to be a skilled and independent student.

Cognitive Strategy, this strategy shows the importance of learners concentrating on language learning, planning and organizing language learning, and analyzing how to learn the language. Students are sometimes concerned with learning materials without realizing that their learning strategies should be changed or improved based on the outcomes of their learning progress. O'Malley and Chamot classify cognitive strategies in the class into four categories: practice, receive and deliver information, evaluate and reason, and create the input and output structure. The most significant aspect is repetition, which may be accomplished by repetition, sound engangment, and pattern use. Receiving and sending messages are employed when students attempt to find the primary concept through skinning and scamming. Adult learners often employ assessment and reasoning approaches.These are used to understand the gist of the target language. These will also result in new phrases. A) Resourcing translation. It bases second language comprehension and growth on target language reference resources in the target language, such as dictionaries, reference books, and textbooks. Students, for example, look up new terms in the dictionary. B) Repetition.It follows a language approach, which includes open practice and quiet repetition. Before mastering the pronunciation, for example, the students repeat it. C) Grouping. It is the classification of words, terminology, or concepts based on their meaning or value. To memorize the words, students identify terms that have the same meaning. It follows a language approach, which includes open practice and quiet rehearsal. Before mastering the pronunciation, for example, the students repeat it. D) Deduction.It makes up rules or applies rules based on language analysis to comprehend or develop a second language. E) Imagery. It makes use of visual pictures to grasp and retain new information (either mental or real). For example, to learn more rapidly, students employ an analogy that is related to the material. F) Auditory representation. In one's mind, the sound of a statement, a sound, or a longer language series is being designed. If you want to learn how to speak something, for example, start by talking it out loud in your brain. F) Keyword method. It recalls new words in the second language by (1) defining a familiar term that sounds like or otherwise resembles the new word in the first language, and (2) forming readily recalled imagery of any relationship between the first language's homonym and the new word in the second language. For example, identifying a popular word that students hear. G) Elaboration. It adds

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to previous knowledge, applies diverse portions of new material to each other, or establishes significant personal ties with new data. Students, for example, apply new information to other memory concepts. H) Transfer. It makes use of existing language experience or abilities to improve comprehension or growth. Let's say the student speaks about something he or she already understands (in English). In such instance, all he/she needs to do is recall the information and try to place it in Bahasa Indonesia. I) Inferencing. It makes use of known data to predict the meaning of new items, forecast impacts, and fill in the gaps. The students consider the full meaning of the expressions and are able to grasp the meaning of new terms. J) Note-taking. Keywords or concepts are written down in abridged verbal, graphic, or numerical form while listening or reading. When listening to the section, the pupils, for example, produce a book to gather all of the materials. K) Summarizing. Making a mental, oral, or written summary of new information learned via reading or hearing. L) Recombination. It constructs a meaningful phrase or a longer language sequence by mixing new parts in novel ways. M) Translation. It employs the first language as a foundation for the development of a second language.

Social Affective Strategies, It is a broad category that involves either direct touch with another person or control over the impact through thought. They are often thought to be relevant to a wide range of activities. Students can use these tactics to control their thinking, motivation, and attitude toward language acquisition. Because language is employed in communication, and communication happens between persons, social-affective strategies are vital for learning a language. O'Malley and Chamot's socio-affective methods are classified into three categories: questioning, working with others, and empathizing with others. A) Cooperation, It may be used to collaborate on an issue, pool information, review notes, or get feedback on a learning exercise. Students, for example, collaborate with their peers to select an appropriate partner. b) Questioning for clarification, It necessitates further explanation, rephrasing, or examples of language learning difficulties from teachers or peers. For example, students may seek advice from friends or private professors on how to pronounce a word correctly. c) Empathizing with others, It entails placing yourself in the shoes of another person in order to comprehend their point of view. Learners can utilize social strategies to develop cultural awareness and become more aware of others' opinions and feelings. According to the definition, affective techniques pertain to how learners can reduce their anxiety, manage their movement, and drive their learning. Learners' social tactics relate to behaviors that include other people, such as asking questions of their instructor or colleagues, working with classmates, and seeking correction.

2.2 *Speaking Skill*

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking skills also one of the most important skills we learn because it allows us to communicate with others and express our thoughts and feelings. Speaking can be separated into formal and informal speech, and we use both types of speech in many different contexts throughout our lives.

Nurokhma states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.

2.3 *Learning Speaking Strategy*

Speaking is a technique of engaging with other people; it can be done through monologues or conversations. As a result, speech is crucial in human life since humans cannot naturally live without connecting with other people. Individuals take speaking for granted as a part of their daily lives. The average person produces tens of thousands of words every day. However, other people, such as auctioneers or lawmakers, may make it seem even more natural and vital since people forget how hard they worked to develop this skill until they had to master it all over again in a foreign language.

Many English students blame the fact that, despite knowing English, they lack the confidence to engage in a conversation. There are a variety of reasons for this, including the effort put in by students to translate from their home language to English. Output blockage occurs as a result of anxiousness, lack of trust, and other factors. The speaker is looking for a specific phrase rather than using plain words to convey what it means. There aren't enough conversation chances in or out of class. Exam preparation concentrates on grammar and vocabulary, leaving no time for practical application. Many people whose first language is not English will need to study more in order to speak English well.

Several ways for learning to talk may be effective in enhancing students' speaking ability, according to prior research findings: The first is a plan for collaboration. This method is used by learners to increase their speaking abilities, according to the study. The activities of the students, particularly their English communication skills, are critical in improving their capacity to communicate. As a result of the findings, pupils strive to enlist the assistance of their classmates in memorizing sentences or vocabularies in speaking skills.

A memory approach is the second strategy. This technique makes use of an aural and visual relationship to help pupils recall language, making it simple to learn to speak. Students viewed movies using English as the primary language and watched a YouTube lesson video on how to speak English, memorizing some of the vocabulary from the film.

The metacognitive strategy is another method that might be beneficial. This method can help students overcome challenges that arose throughout their speaking preparation and boost their confidence in speaking English.

In conclusion, there are a variety of ways that might help you learn to talk. Not only may students use the method to help them understand and cope with their illness, but they can also use it to help them understand and cope with their condition. If each student's situation is unique, it is critical to first determine what type of method they require and like, particularly through learning to speak at home. Because adolescents must study on their own at home, they are more flexible in selecting an approach that will be beneficial to them.

3. Methodology

In this research, the researcher has obtained the information about the dominant learning strategy that used at MAN InsanCendikia Kota Palu in improving students' speaking skill. In this case the researcher used the design descriptive qualitative. According to Ary Descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic.(Donal Ary;2002:426.)

The main point of this research is to collect the data in descriptive way. It intended to describe the dominant learning strategy used in MAN InsanCendikia Kota Palu and the problems experienced by students in improving their English speaking skills.

The researcher used students in the eleventh grade as the subject of the research at MAN InsanCendikia Kota Palu. The eleventh grade students at MAN InsanCendikia Kota Palu School were chosen as the study's subjects because they must be able to communicate in foreign languages. Meanwhile, here is the strategy that they should employ in their daily activities in English class. This research used "random sampling." According to Kerlinger, random sampling is a research method in which every member of the population has an equal chance of being a participant. (Kerlinger;2006:188.) it is known as 'random sampling' because it is done at random without categorizing anything in the population. In order to collect the sample questionnaire and interviews, the researcher employed a simple random sampling technique. The purpose of simple random sampling is to select individuals who will be representative of the population. The researcher used 25 percent or 32 samples from a population of 81 11th grade students, which means the researcher used 8 people from each class.

The researcher collected data in the form of primary source data and secondary source data for this research. The primary source data was the data that the researcher collected directly in the field of the researcher's concern, whereas secondary data was the source of the data acquired that supports the researcher's idea in relation to the research problem. This means that the information gathered must be relevant to the formula problem. Primary source data was data related to the issue of this research that was obtained directly from the researcher. The primary data source for this research came from the researcher's observations, questionnaires, and interviews with the subjects of this research, such as students at MAN InsanCendikia Kota Palu. Furthermore, a secondary data source was a source of data obtained indirectly from the subject by the researcher. It was a relevant book, from the journals, school journal, school documents about the history of school, and other sources that were relevant to support this research.

The researcher used three instruments to collect the data as follows: Observation, Questionnaire, interview, and documentation.

4. Results and Discussion

To get the results of this study, the researcher distributed questionnaires which contained questions regarding metacognitive, cognitive, and social affective strategies. from these results it can be concluded that the dominant cognitive strategy is used by students as evidenced by the results of the questionnaire percentage of 43.8%. Meanwhile, the percentage of the metacognitive strategy questionnaire was 40.5% and the social affective strategy was 30.7%, which means that it is not dominantly used by students.

As O'Malley and Chamot argue, there are three categories of learning strategies: cognitive strategy, metacognitive strategy, affective social strategy. The results of the findings showed that students used all of the four strategies classified by the theory the researchers used. Furthermore, cognitive strategy is the most commonly used strategy among the other four categories, followed by metacognitive strategies and affective social strategies.

In the cognitive strategies described by O'Malley and Chamot there are many strategies that can improve student speaking skills. In accordance with the cognitive strategy statement contained in numbers 1-10 in the questionnaire, the most commonly used strategy is " To improve my speaking skills, I watch TV programs or videos that use English" or can be seen in chapter 2 in the cognitive strategy sub-chapter section point e). There is one cognitive strategy that discusses watching tv or video can improve speaking skills is Imagery. Students feel learning while watching is fun and makes them easier to learn.

5. Conclusion

The dominant strategy used by students is cognitive strategy. The dominant cognitive strategy is used by students as evidenced by the results of the questionnaire percentage of 43.8%. Meanwhile, the percentage of the metacognitive strategy questionnaire was 40.5% and the social affective strategy was 30.7%, which means that it is not dominantly used by students.

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