

A study of direct strategies of speaking learning used

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Abstract

The objectives of this study are (1). to describe the types of direct strategies of speaking learning used by eleventh grade of SMAN 12 Batam; and (2) to describe the implication of direct strategies being applied toward the students' speaking skill. The descriptive qualitative research method was employed. The Subject was the eleventh grade students of SMAN 12 Batam as the participants. The total was 217 students and the sample was the class XI.IPS-1. This class was occupied by 36 student; 18 males and 18 females. The results showed that the students used 11 out of 13 types of direct strategies in developing their speaking skill, and direct strategies of speaking learning bring several positive effects toward students speaking skills.

Keywords: direct strategies, learning, speaking

INTRODUCTION

English has been widely used as a means of communication in many countries in the world. The widely used English affects our country, Indonesia, as it moves toward the globalization era. It means Indonesians are supposed to master English if they want to be able to speak and communicate well with people around the world.

Unfortunately, mastering English speaking skill is not an easy thing to do. Many students consider speaking as the most difficult skill to master because it needs not only courage but also preparation to speak well in English. Brown (2000) elaborates why speaking is a difficult skill to master. He states that speaking has five components that should be aware of in order to speak fluently. The five components of speaking are vocabulary, grammar, comprehension, fluency, and pronunciation.

Although English has been introduced since elementary schools and becomes one of compulsory subjects in high schools, the students' competency in speaking English is still low. In senior high school, many students are not able to speak English well, even though the curriculum 2013 clearly underlines the objective of teaching speaking is to enable students to understand and use the language appropriately in accordance with the appropriate situation, like expressing and responding to sympathy.

However, many senior high school students still lack of the capability to express ideas, thoughts, and feelings clearly. They face various problems that prevent them from speak English well such as lack of vocabulary, poor or unusual pronunciation, and poor grammar. Furthermore, although the teachers have used a variety of language teaching methods to promote the use of English language in real life situation and for social interaction, in order to help students to master the speaking skill, the results are still not satisfying.

From the elaborations of the difficulties in mastering English speaking skill above, there is an assumption that the problems are with the students themselves because the most crucial factor determines the success of language learning is the language learner. The most possible factor that hinders the students to master English speaking skill is the direct strategies in learning they use.

It is a common thing facing difficulties in learning speaking English. The most important thing is how the students deal with such problem. Cohen (1998) states language learning will be easier if the students become more aware of possible strategies that can be selected during learning and using language. In other words, the way the students learn by themselves is the factor that determines the success in learning English.

Oxford (1990, p.1) explains that “learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self directed involvement which is essential for developing communicative competence”. Example of learning strategies are such as having conversation with partner, find a native English speaker and practice his/her speaking skill, and ask the teacher to correct his/her pronunciation. In addition, Oxford (1990, p. 8) also states that the use of appropriate language learning strategies is a major contribution for development of communicative competence. It can be assumed that if inappropriate strategies are applied it will not result in much improvement of proficiency to be communicatively competent. Thus, learning strategies are among the main factors that help to determine how, and how well, learners learn a foreign language.

Every student has their own learning of direct strategies in studying English. It is supported by Oxford (1990) saying that learning strategies are specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task—used to enhance their own learning. The students in SMAN 12 Batam experience the same difficulties as elaborated above and it makes the researcher intends to dig deeper and analyze the students’ direct strategies of learning in mastering their English speaking skill.

Research question is: (1). What are the types of direct strategies of speaking learning used by the eleventh-grade students of SMAN 12 Batam in developing speaking skill? (2). What are the implications of direct strategies being applied toward the students’ speaking skill?

LITERATURE REVIEW

Anderson (2007, p. 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally, Kayi (2012, p. 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context. Based on those definitions, speaking cannot be separated from communication, in fact, speaking is one of the most important elements in communication.

In order to understand the definition of learning strategies, it is important to know the basic term of “strategy”. Brown (2000, p. 210) defined strategy as specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information”. Meanwhile, strategies with regard to learning according to Oxford (1990: 1) are specific actions done by learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

The Types of LLS

According to Oxford (1990), language learning strategies can be divided into two major types; Direct Strategy and Indirect Strategy in which each type is divided again into three different systems. To make the classification clear, the researcher presents the Figure 1.

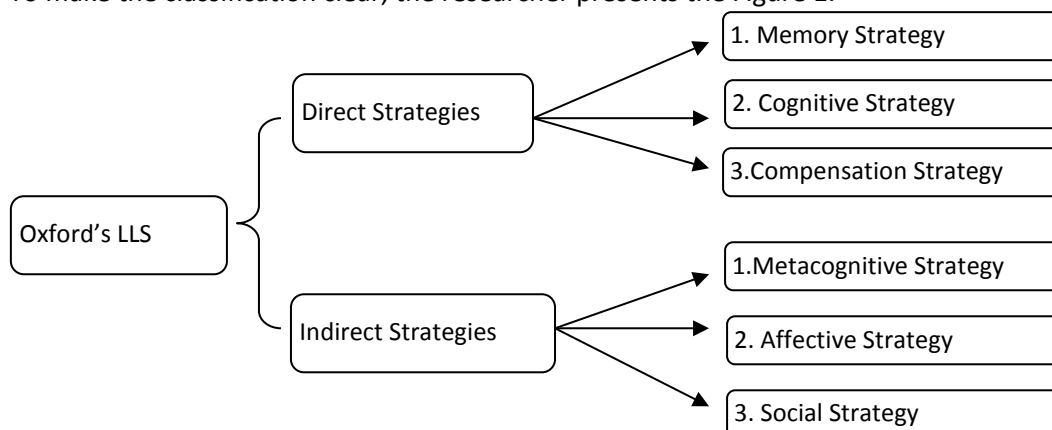


Figure 1. Oxford's (1990, p. 16) System of LLS

Oxford's strategy system (1990) is probably the most comprehensive classification of learning strategies. Her system is divided into two big classes or types; the direct strategies and indirect strategies. It can be elaborated as follows:

Focus on Direct Strategies

The direct strategy class is composed of memory, cognitive, and compensation strategies. Memory or mnemonic strategies refer to strategies employed by learner in storing and retrieving information. They help learners (1) to place new words into a context, (2) to classify language material into meaningful units, (3) to relate new language information to concepts in memory by means of meaningful visual imaginary, (4) to remember new words by using auditory and visual links, (5) to remember new language information based on its sounds, (6) to use creative but tangible technique, particularly involving moving or changing something concrete, in order to remember new target language information.

Cognitive strategies are typically found to be the most popular strategies with language learners. They help learners (1) to say or do something over and over, (2) to practice sounds as pronunciation and intonation, (3) to use skimming to determine the main idea or scanning to find specific details of interest, (4) to ride down the main idea or specific points, and (5) to make a summary or abstract of a longer passage.

Compensation strategies refer to learner's behavior in using language to compensate their lack of appropriate vocabularies, and also are used to make up for a lack of grammatical knowledge. This strategy also help learner to overcome limitation in speaking by using strategies such as (1) switching to mother tongue, (2) getting help, (3) using mime or gesture, (4) selecting the topic, (5) adjusting or approximating the message, (6) coining words, and (7) using a circumlocution or synonym.

Factors that Influence Learners in Choosing LLS

Oxford (1990, p.13) points out many factors that contribute to the choice of strategies used among students learning a second or foreign language. They are degree of awareness, stage of learning, task requirements, teacher expectation, age, sex, nationality/ethnicity, learning style, personality traits, motivation, and purpose of learning the language.

Meanwhile, Rod (1994, p.530) summarizes the two general factors affecting the strategy choice, individual learner differences and situational and social factors. The former includes belief, affective states, learner factors, and learning experience. While the latter consists of target language, setting, task performed, and sex.

In order to improve the students' quality of speaking, the teacher needs to provide the students with the most suitable teaching material. Hence, teachers should know how the students learn to speak. By knowing students' learning strategies, it is expected that the teacher would have clue to set the best teaching materials. Therefore, in this study, the researcher inspects the students' LLS by applying Oxford's (1990) theory of Language Learning Strategies). The researcher also needs to know what class of strategies that the students use, based on the gender, and the im

Previous Studies

There were several studies discussed LLS among Indonesian students. The first study is *The Application of Language Learning Strategies of High School Students in Indonesia*. This study was written by Alfian (2016) and the purpose of this study is to investigate language learning strategies (LLS) use by high school students in Indonesia. The results indicated that first; metacognitive, cognitive and social strategies use were reportedly employed the most frequently of all strategies. Second, the strategies employed by males participants are not different with those employed by females Third, successful students used more strategies than those of less successful students. The interview findings demonstrated that successful language learners mostly used practicing strategies (practice four language skills). This study provides the implication for classroom practice, especially raising teacher's awareness of their teaching methodology.

The second study is *Students' Learning Strategies for Developing Speaking Ability*. This study is written by Gani, Fajrina and Hanifa (2015). This study was intended to analyze the learning strategies used by both low and high-performance speaking students in developing their speaking skills as well as the differences between the learning strategies used by both groups of learners. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Besides, the high-performance students employed more learning strategies consciously and appropriately compared to the low performance students.

plication of the learning strategies toward their speaking learning experience.

METHOD

This study was a descriptive qualitative research. Creswell and Creswell (2017, p.175) states that characteristic of the qualitative research is that natural setting, hence, qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. They do not bring individuals into a laboratory (a contrived situation), nor do they typically send out instruments for individuals to complete. This up close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. In the natural setting, the researchers have face-to-face interactions over time.

The descriptive qualitative research described about population and phenomenon that happened in real situation. This research was conducted from February to March, 2018. The insight being investigated was related to the direct strategies used of eleventh grade students of SMAN 12 Batam. Each class in the eleventh grade was occupied by 35 to 37 students, the researcher decided to take a class that has equal number of male and female students. Therefore, the sample of this study was XI.IPS-1. This class was occupied by 36 student; 18 males and 18 females.

Data of in this research came from direct questionnaire and interviews. The questionnaire was also intended to investigate how students with used the direct strategies in speaking. The type of question that was implemented in this research was open-ended question. Meanwhile, The interview data were obtained by collecting information from the interviewees. The researcher used recorder to record the interview in order not to miss or forget the information. Then, the researcher transcribed the interview results. Afterwards, the researcher concluded the main point of the interview answers and used the important information to support the data from questionnaire since interview was the follow up to questionnaire. In addition, the data from the interview would clarify and strengthen the questionnaire result.

FINDINGS AND DISCUSSION

The researcher described the questionnaire and interview data gathered. The description of the data in this section is divided into two parts, the first is the description of language learning strategies (LLS) into direct strategies that gathered from the questionnaire and the second is the description of data gathered from the interview.

Types of Direct Strategies Used by the Students

In this part the researcher presents the data of Direct Strategies of speaking learning used by eleventh grade students of SMAN 12 Batam in developing their speaking skill. There are three categories of learning strategies listed by Oxford (1990), they are memory strategies, cognitive strategies and compensation strategies. To make the analysis clearer and comprehensible, the researcher divided the analysis according to types of the strategies.

Memory Strategies

The number of students who used and who did not use the memory strategies can be seen at Table 1.

Table 1. Memory Strategies

Q#	Strategies	User	Non-user	Total User
1.	Placing new words into a context	14 (38.9%)	22 (61.1%)	36 (100%)
2.	Representing sounds in memory	0 (0%)	36 (100%)	36 (100%)
3.	Structured reviewing	29 (80.6%)	7 (19.4%)	36 (100%)

From the Table 1, it can be seen that there are 15 students or 40.5% who use the strategy of placing new words into a context and 22 students or 59.5% who do not use this strategy.

The second strategy is representing sounds in memory. The number of users of this strategy is 0. It means that the strategy of representing sounds in memory is not used by the students. From the interview, it was found that students did not use this strategy because they did not know this strategy.

The third is the structured reviewing strategy. Of all kinds of memory strategies, the strategy of structured reviewing is the strategy which has the highest number of users. There are 29 students or 80.6% who use this strategy and 7 students or 19.4 % who do not use this strategy. It means that in memory strategies, the students tend to use the strategy of structured reviewing. Based on the interview, it was found that the students think by reviewing the materials, they could memorize the expressions. To memorize new words, they also used the strategy of structured reviewing. It is because this strategy can help them memorize the new words.

Cognitive Strategy

The researcher presents students who use cognitive strategies in the Table 2.

Table 2. Cognitive Strategy

Q#	Strategies	User	Non-user	Total User
1.	Repeating	16 (44.4%)	20 (55.6%)	36 (100%)
2.	Practicing with Sounds	18 (50%)	18 (50%)	36 (100%)
3.	Recognizing and Using Formulas	9 (25%)	27 (75%)	36 (100%)
4.	Recombining	7 (19.4%)	29 (80.6%)	36 (100%)
5.	Practicing Naturally	22 (61.1%)	14 (38.9%)	36 (100%)
6.	Using Resources for Receiving and Sending Messages	27 (75%)	9 (25%)	36 (100%)

Table 2 shows that the there are 16 students or 44.4% who use the strategy of repeating and 20 students or 55.6% who do not use this strategy. This strategy was actually a kind of cognitive strategies that was performed by the students. On the other hand, a student who did not use the strategy of repeating said that he did not apply it because it is difficult to pronounce English words like native speakers.

The second strategy is practicing with sounds. This strategy is used by 18 students or 50%. From the interview, it was found that a student usually practiced pronouncing a word for several times until she could pronounce the word correctly.

The third is the strategy of recognizing and using formulas. It is used by 9 students or 25%. Meanwhile, 27 students or 75% do not use this strategy. This strategy involves using target language expressions in the process of learning the language. The following interview shows the evidence:

The fourth is the strategy of recombining. It is used by 7 students or 19.4%. However, 29 students or 80.6% do not use this strategy. This strategy involves combining known elements in new ways to

produce a longer sequence, such as in linking one phrase with another in a whole sentence. From the interviews, it was found that a student used the words that she had known to make sentences.

The fifth is the strategy of practicing naturalistically. It is applied by 22 students or 61.1%. Meanwhile, 14 students or 38.9% do not apply this strategy. The strategy of practicing naturalistically involves practicing to speak English in natural setting, such as at home and school. A student stated that she often used English to communicate with her sister to improve her speaking skills.

The sixth is the strategy of using resources for receiving and sending messages. It is a strategy to use print or non-print resources in order to understand incoming messages or to produce outgoing messages. A film is one example of non-print resources. There are 27 students or 75% that use English films as a resource to learn English and 9 students or 25% who do not use this resource. It means that the students tend to use a film as a resource to learn English in cognitive strategies. Based on the interviews, it was found that besides films, there were also other resources that were used by the students, such as songs, dictionary, and English programs on TV and radio. A student said that she often checked her dictionary, watched films, and listened to songs in order to learn English pronunciation.

Compensation Strategies

In this section the researcher presents the analysis of compensation strategies. It is presented in the Table 3.

Table 3. Compensation Strategies

Q#	Strategies	User	Non User	Total User
1.	Switching to the mother tongue	18 (50%)	18 (50%)	36 (100%)
2.	Using gesture	36 (100%)	0 (0%)	36 (100%)
3.	Coining words	0 (0%)	36 (100%)	36 (100%)
4.	Using synonyms	7 (19.4%)	29 (80.6%)	36 (100%)

There are 18 students or 50% who apply the strategy of switching to the mother tongue. It means that the students tend to use the strategy of switching to mother tongue. A student applied this strategy when he had difficulties to convey his ideas in English. He said that he chose Indonesian to convey his ideas because it was a simple way to compensate the words that he did not know. Second, the strategy of using gesture is used by 36 students or 100%.

On the other hand, the number of users of the strategy of coining word is 0. It means that this strategy is not implemented by the students. A student said that she did not make a new word to substitute the word that she did not know because she was afraid of making mistakes.

The strategy of using synonyms is used by 7 students or 19.46%. Meanwhile, 29 students or 80.6% do not use this strategy. It was found that a student used a synonym to compensate the word that she did not know.

The Effects of Direct Strategies toward the Students Speaking Skills

There are so many effects of the used of Direct strategies towards the students' speaking skills. Based on the questionnaire and the interview, the effects of Direct strategies toward the students speaking skills can be summarized that they are: students can remember materials easily, students can pronounce words in English correctly, improving students' fluency, students can learn the pronunciation of new words, and understand the meaning of new words from the movie and help students to overcome limitation in speaking.

CONCLUSION

After conducting the study, the researcher comes to the conclusion. The conclusions are the answer of the formulated problems. The first conclusion is that the eleventh-grade students of SMAN 12 Batam used 11 out of 13 direct learning strategies in developing their speaking skill. Those direct strategies are Placing new words into a context, Structured Reviewing, Repeating, Practicing with Sounds, Recognizing and Using Formulas, Recombining, Practicing Naturally, Using Resources for Receiving and Sending Messages, Switching to the Mother Tongue, Using Gesture and Using Synonyms.

Second, the direct strategies bring several positive effects toward students speaking skills, they are: students can remember materials easily, students can pronounce words in English correctly, improving students' fluency, students can learn the pronunciation of new words, and understand the meaning of new words from the movie and help students to overcome limitation in speaking.

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