

**LANGUAGE LEARNING STRATEGIES USED BY LEARNERS
IN SPEAKING**
(A Descriptive Study at MAN 1 Makassar)



A THESIS

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Muhammadiyah University of Makassar in Partial Fulfillment of the
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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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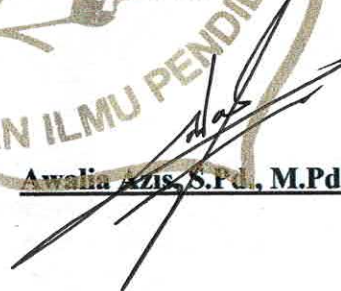
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MOTTO

*Bukan karena hari ini indah kita bahagia, tapi karena kita
bahagia hari ini menjadi indah..*

*Bukan karena tak ada rintangan kita menjadi optimis, tapi
karena kita optimis rintangan menjadi tidak ada..*

*Bukan karena mudah kita yakin bisa, tapi karena kita
yakin bisa maka semuanya menjadi mudah..*

*Bukan karena semua baik kita tersenyum, tapi karena kita
tersenyum semua menjadi baik..*

I dedicate this thesis to the people I love most

My parents, my sister and brother and all of my families

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The researcher realizes that there are many people who have given her much love, attention, help, support, sacrifice, motivation, and suggestion, so she could finish writing this thesis. That is why with her deeply pleasure she would like to express the deepest appreciation and respectful to all of them.

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May The Almighty God always bless us. Aamiin.

The Researcher

Hadriana Ismail

ABSTRACT

HADRIANA ISMAIL, 2017. Language Learning Strategies Used by Learners in Learning Speaking at MAN 1 Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervisor by Erwin Akib and Awalia Azis.

The objective of the research are to investigating learners' language learning strategies (LLS) in learning speaking and the different strategies used by the high and low achievers.

The population of this research was the eleventh grade students of MAN 1 Makassar, academic year 2017/2018. The method used in this research was a Descriptive method. A sample of this research was taken by using cluster random sampling technique; there were 39 students as sample but just 36 students present in the class. Since the data for the research are both in the form of words and numbers, a mixed method design has been employed.

Based on the findings, the result of the research showed that the mean score of all the strategies used was (M=3.5). The strategies that the most frequently used by all learners was compensation strategies (M=3.69). Meanwhile differences in the strategies used by the high and low achievers in learning speaking are found in terms of the frequency of used and varieties of strategies.

The researcher can take a conclusion that the students in Madrasah Aliyah Negeri 1 Makassar used LLS in the high level of the strategies used to overcome their limitation in speaking. And the Language learning strategies can influence the students' speaking skill.

Keywords: *Language learning strategy, speaking, high achiever, low achiever*

TABLE OF CONTENTS

COVER	i
MOTTO	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER I INTRODUCTION	Page
A. Background	1
B. Problem Statement	5
C. Objective of the Research	5
D. Significance of the Research	6
E. Scope of the Research	6
F. Definition of Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Research Findings	8
B. Some Pertinent Ideas	10
1. Speaking	10
2. Language Learning Strategies	16
C. Conceptual Framework	25

CHAPTER III RESEARCH METHOD	Page
A. Research Design	27
B. Research Subject	27
C. Population and Sample.....	28
D. Research Instrument.....	28
E. Procedure of Data Collection	29
F. Technique of Data Analysis	29
 CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings.....	31
1. Language Learning Strategies	
Used by the Students	31
2. The Differences in LLS Used	
by the High and Low Achievers.....	34
B. Discussion	39
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	44
B. Suggestion	46
 BIBLIOGRAPHY	
 APPENDICES	
 CURRICULUM VITAE	

LIST OF TABLES

TABLE	PAGE
1. Language Learning Strategies.....	24
2. SILL Profile of Result.....	30
3. SILL Used by All Learners.....	32
4. The SILL Used by High and Low Achievers.....	35

LIST OF FIGURES

FIGURE	PAGE
1. Conceptual Framework	25
2. The Mean Score of SILL.....	33
3. The Strategies Used by High and Low Achievers.....	37

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the most important skills to acquire. This is the real language aspect that implies the language as a means of communication. Communication is the way of showing the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order to each other. Speaking is a verbal language that functions to convey messages and ideas. Brown (2000) says speaking is an interactive process of construction of meaning. It involves producing and receiving information.

In the practice of teaching and learning English, speaking is one of the fundamental skills to be developed. Speaking has a function as a key for communication. Developing English speaking skills is indispensable for all learners to be able to effectively communicate in the language.

According to Bailey and Savege (in Darwanto, 2014), speaking in a second or foreign language has often been viewed as the most demanding of the four skills. The purpose of speaking is for communication. Communication can function not only as a tool of interaction with other people but also as a media to solve all problems faced by them.

In an education context, communication in a foreign language in this case English, usually creates anxiety for learners. Sometimes the necessity to speak

English in every classroom activity tends to create panic and fear among the learners. In order to share understanding with others, they need to pay attention to precise details of the language. It is also important to organize the content of speaking so that the partner understands what the speaker say, Cameroon (in Laksono 2015).

Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Based on the things mentioned above, the researcher tried to make speaking activities more effective for students in learning English by determining the strategies which are appropriate and effective to learn speaking.

If the students want to be successful in speaking, they should be aware of language learning strategies because by language learning strategies, learning should be organized, planned, monitored and evaluated in their own learning in order to improve their speaking. Therefore, the students need a particular strategy in learning to help them gain the knowledge and skills. Language learning strategies are generally defined as the tools that language learners consciously use to support their comprehension, learning, and recall of the new information (O'Malley & Chamot, 1990).

Bjorklund (2000) 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 learned.

Research into LLS has attracted the attention of many researchers and educators, who are gradually shifting their focus from teachers and teaching to learners and learning. Since the 1970s, according to Chang (2011), learning strategies have received increasing attention from researchers and educators in the fields of English as a Second Language (ESL) and English as Foreign Language (EFL) in relation to how languages are learned differently by individual learners.

The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. Oxford (In Chang, et.al 2007) In nonmilitary settings, the concept of strategy in another situations, it means a plan, step or an action is taken for achieving a specific objective. Learning strategies are specific behaviors or thought processes that students use to enhance their own language learning.

Language learning strategies (LLS) are defined as the methods or techniques used by language learners to improve their own learning. Ellis (2000) When learners face learning a second or foreign language, they use some specific ways to help them understand, memorize and generate language better and more easily. Therefore, if learners can be more aware of the strategies they are using and practice how to use the strategies appropriately, they can become more successful learners.

Brown (2000) 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 strategies* consist of meta-cognitive strategies, affective strategies and social strategies.

So, If the students want to be successful in speaking, they should be aware of language learning strategies because by language learning strategies the learning should be organized, planned, monitored and evaluated in their own learning in order to improve their speaking. According to Oxford (1990) defines: “learning strategies are specific action taken by the students to enhance their own learning easier, faster, more enjoyable, more self-indirect, more effective and more transferable to new situation”.

According to the statements above, it is revealed that speaking skill is the real challenge for most students. While that the speaking skill is important for them to master. This is because the function of speaking covers many aspects of human interaction. So, the language learning strategies can help the students to get easy in learning English and the students are able to speak in English.

Based on the observation in MAN 1 Makassar, the students was categories as low in speaking skill so the researcher want to make the learners aware of language learning strategies to help them overcome their limitation and problem in learning especially in speaking.

By looking at the background statement, the researcher interested in conducting the research at MAN 1 Makassar academic year 2017/2018 by title: ***Language Learning Strategies Used by Learners in Learning Speaking***. The

researcher wants to know what kinds of the learning strategies used by the students, that make them able to communicate and what the differences between the high achiever students and low achiever students in learning English. Furthermore, the researcher wants to conduct the research at eleventh grade students.

B. Problem Statement

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

1. What are the language learning strategies used by the students of Eleventh Grade in learning speaking at MAN 1 Makassar?
2. What are the differences of language learning strategies used by the high achiever students and low achiever students in learning speaking at Eleventh Grade Student of MAN 1 Makassar?

C. Objective of the Research

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

1. To know the language learning strategies are used by the Students of Eleventh Grade in learning speaking at MAN 1 Makassar.
2. To know the differences of the LLS used by the high and low achievers in learning speaking at Eleventh Grade Studentsof MAN 1 Makassar.

D. Significance of the Research

The researcher expects, the result of this research can give advantageous.

The significance of this research are:

1. For students, this research is expected that the students can choose the learning strategy that is suitable for them so that they can understand the lesson easier, enjoy the lesson so students can be more active in speaking and the students can understand about the lesson.
2. For Teacher, this research is expected by knowing the learning strategies are 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.
3. For the researcher, this research expects to be a great experience to face the future when the researcher becomes a real teacher.
4. For other researchers, this study is expected to be one of references for relevant researches.

E. Scope of the Research

The researcher focuses this research on the language learning strategies in this here are direct strategies which consist of three strategies, memory strategies, cognitive strategies and compensation strategies and then, indirect strategies also consist three strategies which is metacognitive strategies, affective strategies and social strategies that used by the learners in learning speaking at the eleventh grade students in learning English at MAN 1 Makassar and the differences of the

language learning strategies used by the high achiever and low achiever students in learning speaking.

F. Definition of Terms

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

1. Language Learning Strategies

Language learning strategies are generally defined as the tools that language learners consciously use to support their comprehension, learning, and recall of the new information (O'Malley & Chamot, 1990). According to research studies, successful learners tend to have more learning strategies, so they can use appropriate learning strategies depending on the situations. Language learning strategies facilitate second language acquisition.

2. High Achievers

High achievers are identified as learners who are successful in their foreign language learning (Chamot, et.al 1999). The good language learners often concentrated on fluency rather than accuracy. They are seen more specifically from their English speaking scores that they get.

3. Low Achievers

Low achievers are in the opposite sides of the high achievers. They refer to learners who have lower English speaking scores.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Language learning strategies have become one of the most popular seek after researched topics in the field of both English as second language (ESL) or English as foreign language (EFL) education. Many studies have contributed to our understanding of the significant aspects that LLS shown in the learning and acquisition of a second or foreign language. Based on the case, there are some previous researches of briefly cited as follows:

Itania (2014) in research entitled *Learning Strategies Used by the Student of Acceleration Class in Speaking English at MAN 3 Tulungagung* reported that the 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. Students used learning speaking strategies to support their English learning activities because the speaking strategies is easier than other strategies to applying in daily activity especially in the class. Learning strategies that the students used in 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.

A study by Wu (2011) about *Learning Strategies Use by International Students from Taiwan in A University Context* the finding of the study showed

that the greatest challenges for the international students were written assignments and receptive and expressive language in the classroom contexts. The participants used certain strategies frequently to support their academic learning at the university, such as compensation, cognitive, and metacognitive strategies.

Weng, et.al (2016) about *Successful Language Learning Strategies Used by Successful Year 5 English as a Second Language (ESL) Learners* found that the grammar strategy was the most frequently used strategy. study was to unveil the secrets of learning strategies among successful language learners and thus developed their autonomous learning. This study also allowed the teachers to understand the LLS used by capable learners and how it could be used to make English learning easier in their teaching.

A study by Rachmawati (2012) about *Language Learning Strategies Used by Learners in Learning Speaking* the finding of the study showed that compensation strategies are the most frequently used strategies employed by all learners. Meanwhile differences in the strategies used by the high and low achievers in speaking are found in terms of the frequency of use, strategy category, and varieties of strategy.

Alhaysony (2017) about *Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender* found that the aim of the study was to better understand the relationship between the use of LLS, gender and duration of English language study. The results showed that cognitive, metacognitive and compensation strategies were used most frequently, while memory and affective strategies were reported to be least frequently used.

The results also showed that female students used more LLS than male students, although the difference was not significant.

Based on the explanation above, the researcher can give conclusion that the students need language learning strategies to overcome their limitation in speaking English especially without the help of the teacher, 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.

B. Some Pertinent Ideas

1. Speaking

a. Some Definitions of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. It is important to know the definition of speaking. Many experts define speaking in different ways.

Harmer (2001), States speaking happens when people are engaged in talking. It can be fairly sure that they are doing so for good reason. They want to say something to achieve their purposes and they also select their language store. Speaking is mean tools of communication to other or speaking is ways to bring a message from one person to another. Speaking is the way to transfer information, ideas, feeling and thought from one person to another to make the other understand.

Torky (2006) Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances.

Irianti (2011) Speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

In sum, speaking is a way to convey information, idea, thought, or feeling to others. However, people may implement speaking in different ways. It is believed that speaking skill is a measurement of knowing a language. The more understand the better fluently they will be.

b. The Elements of Speaking

1. Accuracy

Accuracy is a manner of people in using appropriate word and the pattern of sentence. In this case, accuracy is divided into three elements. They are pronunciation, vocabulary, and grammar.

a) Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation, vowel formation accent, and

inflection. Certainly we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. Therefore, English teacher should have good standard of pronunciation in order that the students can imitate the teacher in teaching and learning process.

b) Vocabulary

It is impossible to speak without mastering vocabulary. Therefore, this element is the essential thing to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary which they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind.

c) Grammar

Simon and Schuster (1976: 792) define grammars as follows:

- 1) The study of language which deals with the forms and the structure of words (phonology) and with the customary arrangement in phrase and sentence (syntax).
- 2) The system of words structure and words arrangement of a given language at a given time.
- 3) The system of rules for speaking and writing a given language.
- 4) A book containing such rules.

5) One manner of speaking and writing. It has to be learnt because the valuable transmission in speech through the understanding of structural pattern.

2. Fluency

Richard, Platt and Weber (2005: 3) stated that fluency is the features which give speech the qualities of being natural and normal including native like use of pausing, rhythm, intonation, stressing, rate of speaking, and use of interjection and interruptions.

In the second foreign language teaching, some experts explain that fluency describes a level of proficiency in communication, which includes:

- 1) The capability to produce written or spoken language with ease.
- 2) The capability to speak well.
- 3) The capability to communicate ideas effectively, and
- 4) The capability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

3. Content

Oral communication is two ways process between speaker and listener. It involves the productive skill understanding. Both speaker and listener have positive function to perform in simple terms. The speaker has encoded the message he/she wish to convey in appropriate

language, while the listener has encoded interpret the message. So content in speaking skill is ability to interpret the message in appropriate language.

4. Self-Confidence

Speaking is the oral communication. With other people speaking need braveness. There are many students who have no self-confidence so they cannot communicate with other people. They sometimes feel embarrassed to speak English. The face we present to the world is rarely our real face. It is considered peculiar behavior on our part if we show in our face what we rarely feel. Therefore we present must to teach other expect when we are involuntarily rating to something the face we present to the world is rarely our real face.

c. Characteristics of Successful Speaking

The characteristics of speaking are significant in order to make a good communication. It is necessary to convey the message or idea clearly. Ur (1996: 120) states that there are four characteristic of the successful speaking, namely:

- 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. most time is taken up with teacher talk or pauses.

- 2) Participation is even. Discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly.
- 3) Motivation is high. Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level. Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

d. Assessing Speaking Ability

Some ways of the assessing speaking ability are put forward by experts. Brown (2001) suggests using accuracy, fluency and comprehensibility in assessing speaking ability.

- 1) Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. In teaching English speaking, the teachers have to explain to the students to speak accurately (clear, articulate, grammatically, and phonologically correct) language and fluent (flowing and natural) language.

Accuracy is state of being correct or exact and without error. The students do not make serious phonological errors, a few

grammatical and lexical errors but only one or two major errors causing confusion.

- 2) Fluency is communicative language course be an initial goal in language teaching. Fluency is the ability to use a language spontaneously and confidently and without undue pause and hesitations.

Fluency is an aspect that influences very much the students' ability in speaking English. The teachers have to guide the students to master it to be fluent in speaking. In this case, the students can speak spontaneously by using a right language or they do not use too many unnatural pauses but success in conveying the general meaning and fair range of expression.

- 3) Comprehension also is the one components of speaking. Hornby (2000, p.194) states that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. So the components of speaking must to attention by the students if they want to speak well.

2. Language Learning Strategies

a. Language

Language plays an important role in human life. Language functions isveryimportant in life. language allows people to communicate with others. Just imagine how difficult life would be if people could not

express the ideas to the others. So, by using language people can interact with others.

Itania (2014) language facilitates the learning process. By using language, the learners are able to understand and get their aim in learning process. 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.

b. Definition of Learning

Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. Learning itself cannot be measured, but its results can be.

Akib and Ghafar (2015) learning is a process to understand and to gain knowledge. Teaching and learning process does not only talk about the process, but it also talks about the results. Teachers or lecturers should use the test as a tool in measuring the students' ability or performance, and decided, whether the students can pass or not. Consequently, learning about language is needed to make people have a good communication each other's.

c. Definition of Language Learning Strategies

Oxford (1990) defines LLS as specific actions taken by learners to make learning easier, faster, more enjoyable, more self-directed, more

effective, and more transferrable to new situations. Many studies have contributed to our understanding of the significant aspects that LLS shown in the learning and acquisition of a second or foreign language.

Apart from factors like age, intelligence, aptitude, motivation, attitude, personality and learning styles, learning strategies play a significant role to improve learners' learning ability. Learning strategies are the preferable methods used by learners for learning.

There are various definitions of language learning strategies. According to Alhaysony (2017) LLS can be defined as conscious, selected behaviors, used to overcome certain educational challenges, which vary depending on the nature of the problem. They are used to memorize information, to synthesize it, or to use that information in speaking or writing. Brown (2007), learning strategies are specific approach that learners make to solve the problems by second language input and output. Chamot (2005) also states that language learning strategies are procedures that facilitate language learning task and those strategies are most conscious and goal given. According to Oxford (2008), a capable English learner not only coordinating different kinds of strategy to solve complicated tasks but also making sure that the chosen strategy is appropriate for tasks-solving; but, a less capable learner always tends to use learning strategies hastily without knowing how to identify the most suitable strategies for learning. Moreover, Cohen (1998) defines the language learning strategies as being language learning processes which

are consciously selected by the learner. He also highlights that the element of choice is important. This is because these choices give a strategy its special character. At the same time, Oxford (1999) specifies learning strategies as specific actions, behaviors, steps or techniques that learners use to improve their own progress in developing skills in a second or foreign language.

a. Learning Speaking Strategies

Brown (2000) stated that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. In other words, learning is the conscious process that changes the skills and knowledge.

From the definition above, it can be concluded that learning is a 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.

Strategy is steps to solve a problem. Brown (in Itania 2014:27). “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 a specific method used by students to solve a problem or task when they are learning.

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.

b. 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 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. MemoryRelated Strategies

Based on the working of the memory, memory plays an important role in learning. According to Murcia (2001), 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. Memory related strategies enable learners to learn

and retrieve information, create learning and retrieval via sounds, images, a combination of sounds and images, body movement, mechanical means, or location

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.

b. Cognitive Strategies

Chamot and O'Malley (1987) stated that cognitive strategies enable the learner to manipulate the language materials in direct ways. Furthermore, Wenden (1987) 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 (2001), "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.

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”. 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. 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 (2004) social strategies are strategies which involve learning by interaction with others.

In Oxford's (1990) study, the results and came up with a language learning strategy system (See Table 2.1). Six categories, including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies, were divided into two major types, direct and indirect.

Table 2.1 Language Learning Strategy System (Oxford, 1990, p.17)

Language Learning Strategies	
Direct strategies	Indirect strategies
1. Memory strategies: <ul style="list-style-type: none"> a. Creating mental linkages b. Applying images and sounds c. Reviewing well d. Employing action 	1. Metacognitive strategies: <ul style="list-style-type: none"> a. Centering your learning b. Arranging, planning and monitoring your learning c. Evaluating your learning
2. Cognitive strategies: <ul style="list-style-type: none"> a. Practicing b. Receiving and sending messages c. Analyzing and reasoning d. Creating structure for input and output 	2. Affective strategies: <ul style="list-style-type: none"> a. Lowering your anxiety b. Encouraging yourself c. Taking your emotional temperature
3. Compensation strategies: <ul style="list-style-type: none"> a. Guessing intelligently b. Overcoming limitations in speaking and writing 	3. Social strategies: <ul style="list-style-type: none"> a. Asking questions b. Cooperating with others c. Empathizing with others

d. Features of Language Learning Strategies

There are a variety of different features associated with language learning strategies. Some were previously mentioned, like enabling learners to be more self-directed. Language learning strategies involve learners' conscious and intent. Therefore, if learners can be more aware of the strategies they are using and practice how to use the strategies appropriately, they can become more successful learners.

Another feature is that learning strategies are teachable. While learning style or personality can be difficult to change, learning strategies are teachable and easier to modify (Oxford, 1990).

C. Conceptual Framework

The conceptual framework in this research is shown in the diagram below:

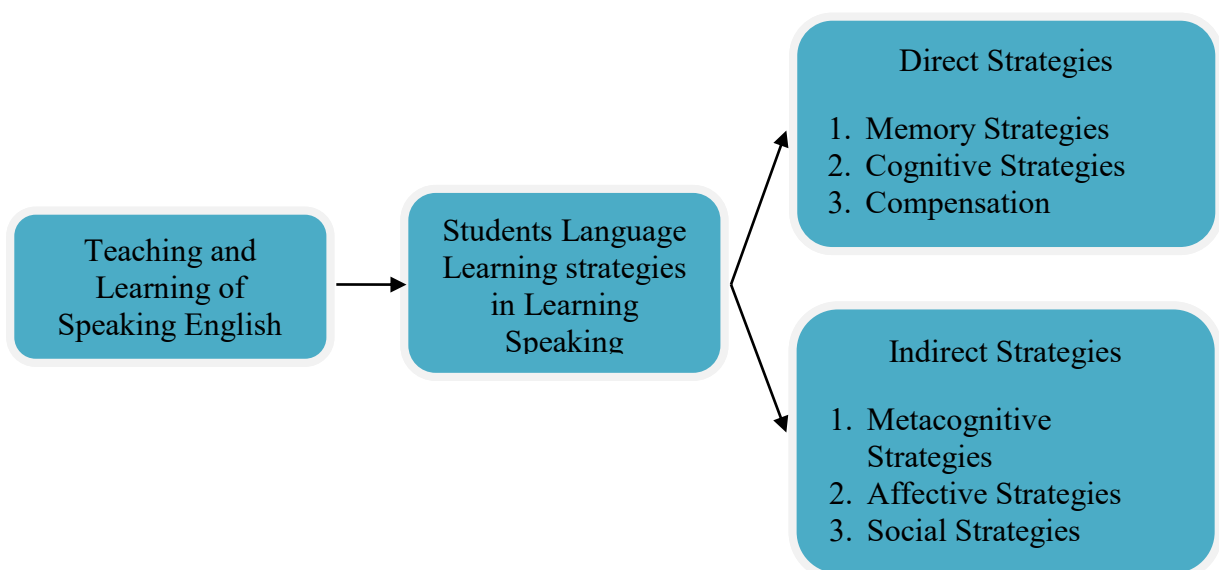


Figure 1. Conceptual Framework

The process of the research is illustrated as the existing diagram above. The first, the research started by observing the teaching and learning process of speaking English in one class of Eleventh Grade Students in MAN 1 Makassar. This research apply a cluster random sampling. After observing the teaching and learning process of speaking English, the researcher continued by distribute the questionnaire to all learners which is the learners respond to the item by marking the answer.

And than, the researcher collected information about the categorization of the high achievers and low achievers by the English teacher. After that, the categorization of the high achievers and low achievers were compared to find about the used of language learning strategies.

The researcher was identify the strategies by using questionnaire and documentation about the students score in learning English from the English teacher toward the process in this research. So the researcher know what strategies are used by the learners in learning speaking. The researcher analyzed the students strategies in learning speaking by questionnaire. After that, the researcher compared the high achievers and low achievers learners in learning English to get more information about the strategies used by the high achievers and low achievers.

CHAPTER III

RESEARCH METHOD

A. Research Design

The present study is descriptive study. The research was design to find out the learning strategies used by the learners in learning speaking and what the differences in the strategies used by the high achiever and low achiever students in speaking at eleventh grade students of MAN 1 Makassar academic year 2017/2018.

Mixed method, qualitative and quantitative design also apply in the present study. Quantitative method apply because the instrument was a questionnaire that involve numerical data. Meanwhile qualitative method also apply because the data from the teacher document about the high achievers and low achievers students in learning speaking are take to answer the question about the differentiate between the high achievers and low achievers students in learning speaking. Quantitative data (quantifiable data) and qualitative data (words). The data will collect and analyze to find answer to the current research problems.

B. Research Subject

In conducting research, there must be the subject that will be investigated to get the data. In this research, the students at eleventh grade in learning speaking at MAN 1 Makassar which consist of 39 students.

C. Population and Sample

1. Population

This research was conducted at MAN 1 Makassar. The study population was taken from the eleventh grade students. It consists of 10 classes and the number of population at eleventh grade students of MAN 1 Makassar academic year 2017/2018 is about 390 students.

2. Sample

In this research, the researcher used a cluster random sampling technique because all classes of eleventh grade have the same opportunity to be the sample in this study. The sample of this research was one class of the eleventh grade students in Madrasah AliyahNegeri 1 Makassar as the sample. The sample in this research was class XI MIA 1 (MatematikaIlmuPengetahuanAlam).

D. Research Instrument

There are two instruments in this study. The first instrument is questionnaire that involve numerical data. The researcher uses questionnaire to know the language learning strategies are used by the students. The results of the SILL fall into six parts of language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies. Version 7.0 has 50 questions and the learner needs to use a five-point scale to rank from 1 (never or almost never true of me) to 5 (always or almost always true of me). The second instrument is documentation. the document about the students who have high

score and low score in learning speaking are take to answer the question about the differentiate between the high achievers and low achievers students in learning speaking. The data from the document will be used to explain the differentiate between the high achievers and low achievers students in forms of words. The researcher used the document from the teacher to get more information about the language learning strategies are used by the students.

E. Procedure of Collecting Data

in this study, the researcher does two phases procedure of collecting data. The first phase is to find out language learning strategies are used by learners. The questionnaire distribute to all learners in which all learners respond to the items of the questionnaire by marking the answers.

The second phase is to collect information about the categorization of the high achievers and low achievers students in learning English. It is able to gain information by the English teacher, and than the SILL paper from the high achievers and low achievers students in learning speaking are take to know the differentiate from the high achievers and low achievers students in learning speaking.

F. Technique of Data Analysis

Mixed method design requires different analyses for each collection data. There are two types of collection data in the present study, quantitative data and qualitative data.

1. Analysing Quantitative Data

- a. Calculating the mean score, to calculate the mean score of each test, the researcher uses the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} : The mean score

$\sum X$: The number of all scores

N : The number of sample

(Gay, 2006: 320)

1. After collecting the data,. In classifying the students' language learning strategies there are five classifications which is used as the following.

Table 3.1 SILL Profile of Results by Oxford (1990)

Level of Strategy Use	Description of frequency	Mean score of Strategy Use
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or Almost never used	1.0 to 1.4

2. Analysing Qualitative Data

The second type of data is qualitative data which uses a documentation. This documentation is taken to get information about the high achiever students and low achiever students in learning speaking. After collecting the data from the document, then the document will be analyzed.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with two parts they are findings of the research and the discussion of the findings. The findings were ordered in line with the problem statements in previous part. In the discussion, arguments and further interpretation of findings were given.

A. Findings

The findings of the research presented the learning strategies concerned with describing and explaining of the finding. To find the language learning strategies applied by the students at MAN 1 Makassar. The researcher analyzed the data based on the language learning strategies related on the theories of language learning strategies in the chapter two.

The subject of this research is student at MAN 1 Makassar, especially in class XI MIA 1, there are 39 students, and all of the students in the class was observe as subject, but researcher just found 36 students in the class to get the information of the data.

1. Language Learning Strategies Used by The Students

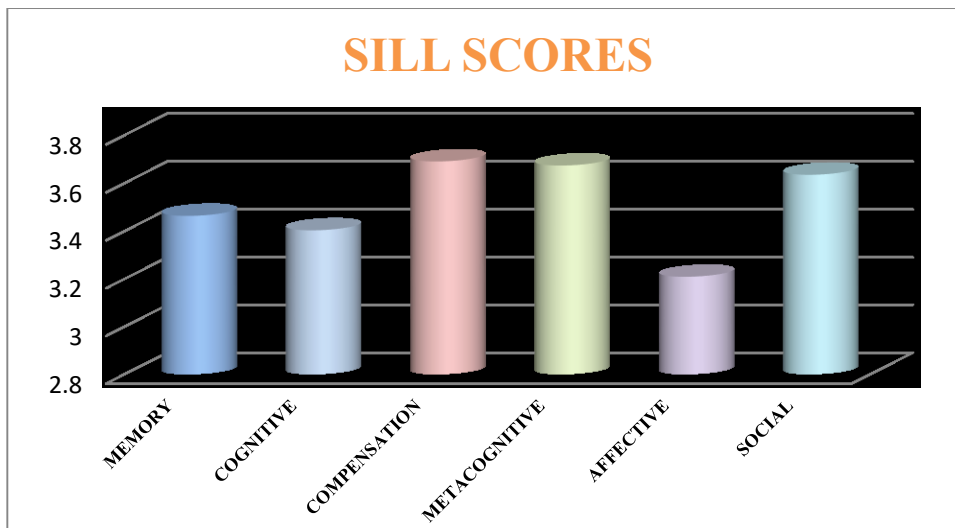
Based on the analyzed data, the present study found that all six language learning strategies had been used by the learners at different rate. The table below illustrates this finding.

Table 4.1 TheSix Strategy Category Used by All Learners’

No.	NAME	M E M O R Y	C O G N I T I V E	C O M P E N S A T I O N	M E T A C O G N I T I V E	A F F E C T I V E	S O C I A L	A V E R A G E
1	AAFM	3.56	3.21	3.33	4	2.83	4	3.49
2	AUA	3.78	3.21	3.67	3.56	2.67	4	3.48
3	EMM	4	2.93	2.83	3.78	3.67	4	3.53
4	GML	2.67	2.5	2.83	3	2.67	2.33	2.67
5	MFM	3.44	3.5	3.33	3.78	2.67	4.33	3.51
6	MZM	4.22	3.43	4	3.67	3.33	4	3.78
7	MA	2.56	2.79	4.17	3.33	2.67	3.5	3.17
8	MF	4.11	3.36	4.33	3.89	2.5	3	3.53
9	ADP	4	2.93	3.67	3.56	3.17	3.83	3.53
10	AHP	3.33	3.57	2.83	3.78	2.17	3.67	3.22
11	ADM	3.56	3.79	3.33	4.22	3.5	4	3.73
12	AN	3.11	3.57	3.67	3.44	3.33	4.33	3.58
13	AZR	4	3.71	3.17	3.67	3.33	3.5	3.56
14	AINR	3.44	3.43	3.17	3.22	3.67	3.83	3.46
15	AMR	3.22	3.29	3.5	3.44	3.17	3.5	3.35
16	AF	3.56	3.14	3.67	3.33	2.5	3.67	3.31
17	DMM	3.22	3.43	3.67	4.11	3.67	3.33	3.57
18	IN	3.33	2.64	2.83	3.22	3.33	3.33	3.12
19	IAN	2.67	3.14	3.83	3	2.5	4	3.19
20	M	3.44	3.71	3.17	4.11	4.17	4	3.77
21	MAU	4.33	3.36	3.5	3.11	3.5	4.17	3.66
22	NAR	3.33	3.36	3.67	2.89	3.83	3.83	3.49
23	NFU	3.89	3.64	4.33	3.89	4.17	4	3.99
24	NYE	3	3.79	3.67	4.22	4.67	4.67	4
25	NAN	2.78	2.64	3.33	3.44	2.5	3.33	3.01
26	NAT	3.67	4.07	4.33	3.78	3.5	3.17	3.75
27	NAD	3.67	3.79	4.17	3.78	3.33	3.33	3.68
28	NH	2.89	2.93	3.67	3	3	3.5	3.16

29	N K R	3.78	3.36	4.17	4.22	3	3.33	3.64
30	N A I	3.11	4.14	3.83	3.11	2	2.5	3.12
31	N A	3.22	3.93	3.83	4.67	4	3.83	3.91
32	P H S	4	3.71	4	4	3.67	4.33	3.95
33	R N	3.78	3.43	4.67	4.44	3	3	3.72
34	S N A D	3.33	3.64	4.17	3.89	3	4.17	3.7
35	U W A	3.22	3.29	4.17	3	3.5	2.67	3.31
36	U K M	3.44	4.14	4.33	4.67	3.33	2.83	3.79
	Mean Score	3.46	3.4	3.69	3.67	3.21	3.63	3.5

Figure 1. The SILL Scores of All Learners in Form of Chart



As it can be seen from the data above, the original data of the SILL is presented in Table 4.1, and the chart of the strategies are illustrated in Figure 1. Based on the results of the SILL, there were some distinct findings of strategy uses among the participants. The results of the most frequently used strategies was compensation strategies, which was supported by the previous studies, such as Chang, et.al (2007) a study of language learning strategies used by college EFL learners in Taiwan, which showed that compensation strategies were mostly used.

According to the results of Table 4.1 and figure 1. The students showed that they were usually used language learning strategies ($M = 3.5$) for over all the strategies and based on the standard classification of the level strategies use, it was classified as high level that usually used by the students where the mean score of strategies ($M = 3.5$) between 3.5 to 4.4 score and it can be stated that the students of MAN 1 Makassar had “high level” in the use of language learning strategies.

The most frequently used strategy was compensation strategies ($M=3.69$) that usually used by the students and followed by metacognitive strategies ($M= 3.67$) and social strategies ($M= 3.63$) while memory strategies ($M =3.46$), cognitive strategies ($M =3.4$) and affective strategies ($M=3.21$) sometimes used by the students. There was not a big difference among the frequency of each strategy that the students use.

2. The Differences in LLS Used by the High and Low Achievers

Based on the analyzed data, there are several differences found in terms of frequency of strategy, strategy category, and variety of strategy used by the high and the low achievers.

There were three students that have been categorized as high achievers student in speaking, namely: P H S, M F and S N A D, and three students as low achievers, namely: G ML, MA and AH P. Those students who got the highest and the lowest score in learning English at MAN 1 Makassar

especially in class XI MIA 1. That based on the teacher document about the students score in learning English.

The following section show each answer of students especially the students that have been categorized as high achievers and low achievers students in learning English experience. The table and chart below illustrates this finding.

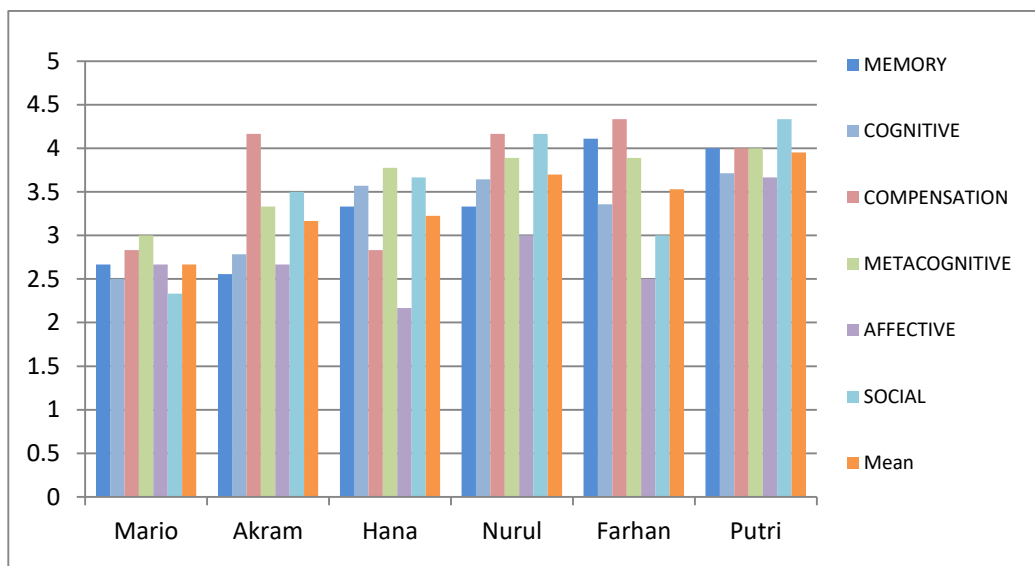
Table 4.2 The Six Strategy Category Used by High Achievers and Low Achievers

Item	Low Achievers			Average	High achievers			Average
	G M L	M A	A H P		S N A D	M F	P H S	
Memory Strategies								
1	4	2	4	3.33	3	5	4	4
2	2	3	5	3.33	4	5	4	4.33
3	5	3	3	3.67	4	5	4	4.33
4	3	2	3	2.67	4	4	5	4.33
5	2	4	4	3.33	4	2	5	3.67
6	2	2	2	2	2	2	3	2.33
7	1	2	2	1.67	3	5	3	3.7
8	2	2	3	2.33	2	4	3	3
9	3	3	4	3.33	4	5	5	4.667
Average	2.67	2.56	3.33	2.85	3.33	4.11	4	3.82
Cognitive Strategies								
10	2	1	2	1.67	3	1	3	2.33
11	3	5	4	4	4	5	5	4.67
12	3	4	5	4	4	4	5	4.33
13	2	3	2	2.33	3	2	4	3
14	3	2	5	3.33	3	4	3	3.33
15	4	3	4	3.67	4	4	5	4.33
16	1	2	5	2.67	3	4	4	3.67

17	1	2	4	2.33	4	4	4	4
18	2	3	4	3	3	2	3	2.67
19	3	3	4	3.33	4	3	2	3
20	3	4	2	3	3	3	3	3
21	3	3	4	3.33	4	3	3	3.33
22	2	3	3	2.67	5	4	5	4.67
23	3	1	2	2	4	4	3	3.67
Average	2.5	2.79	3.57	2.95	3.64	3.36	3.71	3.57
Compensation Strategies								
24	2	3	3	2.67	3	4	3	3.33
25	4	5	3	4	5	5	5	5
26	3	5	2	3.33	4	3	4	3.67
27	3	4	3	3.33	5	5	5	5
28	3	3	4	3.33	5	4	4	4.33
29	2	5	2	3	3	5	3	3.67
Average	2.83	4.17	2.83	3.28	4.17	4.33	4	4.17
Metacognitive Strategies								
30	2	3	3	2.67	4	4	3	3.67
31	3	4	2	3	4	5	4	4.33
32	3	4	2	3	5	4	5	4.67
33	3	3	5	3.67	4	5	5	4.67
34	3	3	4	3.33	3	3	3	3
35	4	4	5	4.33	4	4	5	4.33
36	2	2	4	2.67	3	3	3	3
37	4	3	4	3.67	4	3	4	3.667
38	3	4	5	4	4	4	4	4
Average	3	3.33	3.78	3.37	3.89	3.89	4	3.93
Affective Strategies								
39	2	5	2	3	3	2	3	2.67
40	2	3	2	2.33	4	5	5	4.67
41	3	1	3	2.33	2	3	3	2.67
42	4	3	1	2.67	4	3	3	3.33
43	2	1	1	1.33	3	1	4	2.67
44	3	3	4	3.33	2	1	4	2.33
Average	2.67	2.67	2.17	2.5	3	2.5	3.67	3.06
Social Strategies								
45	2	4	5	3.67	3	3	3	3
46	2	4	3	3	4	3	4	3.67
47	3	3	5	3.67	5	4	5	4.67
48	2	3	4	3	4	3	5	4

49	2	2	4	2.67	4	3	4	3.67
50	3	5	1	3	5	2	5	4
Average	2.33	3.5	3.67	3.17	4.17	3	4.33	3.83
Mean	2.66	3.08	3.32	3.02	3.68	3.56	3.92	3.72

Figure 2.The Six Strategy Category Used by High Achievers and Low Achievers in Form of Chart



The averages of personal strategy use by the students in high and low achievers are illustrated in Table 4.2 and Figure 2. Based on the analyzed data above, there are several differences found in terms of frequency used of strategy, strategy category, and variety of strategy used by the high and the low achievers.

The analyzed data found that the high achievers used LLS ($M=3,72$) more frequently than the low achievers ($M=3,02$). This finding shows that the high achievers used harder attempt than the low achiever learners. It supports by Rachmawati (2012) who pointed out that learners having

better performance in English are likely to use higher frequency of strategies. In other words the high achievers employed the strategies more frequently than the low achievers.

Based on the table 4.2 and figure 2 above, it can be seen that the most frequency used of language learning strategies by the high achiever students in speaking were compensation strategies (M=4.17) and followed by metacognitive strategies (M=3.93), social strategies (M=3.83), memory strategies (M=3.81), cognitive strategies (M=3.57) and affective strategies (M=3.06).

The most frequency used strategies by the low achievers students were metacognitive strategies (M=3.37), and then compensation strategies (M=3.28), social strategies (3.17), cognitive strategies (M=2.95), memory strategies (M=2.85) and the last strategy that the students used was affective strategies (M=2.5).

B. Discussion

This section presents the discussion of the result of data analysis. It aims at describing what strategies that the students used in speaking. The researcher presents some interpretation of findings in order to explain them in details as follow.

1. Language Learning Strategies Used by The Students

The nature of compensation strategies make the students suitable to be used in learning speaking. It is because these strategies allow learners to use the language despite learners' limitations in knowledge like in grammar and vocabularies. In compensation strategies the students can guessing the meaning of new words, using a word or phrase that means the same thing if they cannot think of a word, and making up new words if they don't know the right ones in English in order to maintain good communication. The students showed that almost evenly high usage in compensation strategies on No. 25 (4.33). which is almost all students always used gestures if they cannot think of the word. That is why compensation strategies (M = 3.69) was the most high used by the students in speaking.

The second most frequently used strategies employed by the learners was metacognitive strategies (M=3.67). these include language learning through planning, organizing, monitoring and evaluating, which helps learners to gain control over emotions and motivations related to language learning through self-monitoring. The high usage on No. 32 (4.22).showed that the students almost always pay attention when someone speak in English. This finding is supported by Cabaysa and Baetiong (2010) showed metacognitive strategies were used more often by high school learners to improve their English speaking skills.

Social strategies which ranked third (M = 3.63) that the students used in speaking showed a strong preference for learning with others by learning from the teacher or learn with another student. The high usage in social

strategies on No. 45 (3.83). Asking the other speaker to repeat and to speak slowly.

Memory strategies (M= 3.46) was the fourth most frequently used strategies in this study. Which is the high used in memory strategies was on No. 3 (3.94) that the students connect the new word to the sound or image of the word to help them remember the new word. And the lowest score of memory strategies was on No. 6 (2.58) showed that the students didn't use flashcards to help them learn new English words.

The fifth strategies that sometimes used by the students was cognitive strategies (M= 3.4). The most frequently used of these were on No. 11 (4.28) that the students try to talk like a native speakers while the lowest was on No. 18 (2.44) that showed the students didn't skim an English passage (read over the passage quickly) then go back and read carefully to help them improving their knowledge in speaking. Different from another researcher that cognitive strategies were the most frequently used such as Alhaysony (2017).

The average use of affective strategies (M=3.63) was the lowest among the six groups of strategies in this research. affective strategies might be due to the lack of opportunities to practice English whit another people. And there were two lowest used of affective strategies those on No. 43 and 44 (2.81 and 2.94) that the students in this research didn't write nor talk about their feelings. Even though the overall usage of affectivestrategies was low, some affective strategies were still effective. For example, most of the participants encouraged themselves to speak English, even in situations where

they might make mistakes, that showed on No. 40 (3.75) the data of the SILL from the students. This finding was supported from previous studies (Wu, 2011; Al-Buainain, 2010; Chang et al, 2007; Rachmawati 2012).

2. The Differences in LLS Used by The High and Low Achievers

According to the subject of this research, there are three students that have been categorized as high achievers and three students as low achiever students in learning English at Class XI MIA 1 of MAN 1 Makassar. Those students are namely: PutriHumairaSalsabila, Muhammad Farhan and SitiNurulAflahaDakhlan as high achiever students and three students as low achievers, namely: Gunursy Mario Laksana, Muhammad Akram and Alifiyah Hana Pratiwi. Thatbasedon the result of teacher documentation about the students' scores in learning English.

The differences between the high achiever students and the low achiever students in the use of language learning strategies. The results of analysis are illustrated in Table 2.4 and figure 2. Based on this analysis data, significant differences were found between high achiever students and the low achiever students in overall strategy use. The analyzed data found that The high achiever students used language learning strategies in overall (M=3,72) that means the high achievers used strategies in "high level" of the frequency use, and they "usually used" the strategies in speaking because the range of (M=3.72 >3.5).in

The low achievers students used strategies in over all strategies were (M=3,02). And those students used strategies in “middle” level of the strategies used and the low achievers sometimes used strategies because the mean scores of the strategies used by the low achievers was in the range of (M=3.02>2.5). From the analysis data the mean score of frequency of the low achiever students in overall strategies use showed that low achievers presented less frequently in using overall strategies than did by the high achiever students. This finding shows that the high achievers used harder attempt than the low achiever. It supports .It supports by Rachmawati (2012) who pointed out that learners having better performance in English are likely to the higher use of frequency of strategies.

Based on the data in figure 2 and table 4.2, it can be seen that the language learning strategies used by high achiever students in speaking are compensation, metacognitive, and social. This finding was supported by Al-Buainain (2010) who found that the successful learner in University level reported most often used the metacognitive, compensation, social and cognitive. And the frequency of strategy use by low achievers were metecognitive, compensation and social strategies. From the frequency of strategies category used by the high achievers and low achievers there are no significant difference.

Concerning to the choice tendency of the strategy used, the high achievers tended to use compensation strategies (M=4.17). Differently, the low achievers dominantly employed metacognitive strategies (M=3,37). This

finding supports Oxford (1990) and Dornyei (2005) who stated that the choice of the LLS is influenced by learners' level of proficiency.

Based on the discussion above the language learning strategies can help the students in learning especially in speaking. Speaking is the most important skill because speaking has a function as a key for communication but speaking also the real challenges for most students. While strategies is a method, technique or steps that can help the students to fill the gap, to overcome limitations and problem in speaking. So the students need a particular strategies to help them in learning.

CHAPTER V

CONCLUSION AND SUGESSTION

This chapter consists of two parts. The first deals with the conclusion of the research findings, and the second part deals with suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, this research tries to help the learners to overcome the limitation and the difficulties in learning speaking by finding what language learning strategies used by students in learning speaking and what are the differences in the language learning strategies used by the high achievers and low achievers in learning speaking.

1. Language Learning Strategies Used by the Students

The findings in this research showed that in language leaning strategies the students as the subject usually used or in high level of the language learning strategies usage. Compensation strategies was found as the most frequently used strategies by the learners. On the other hand, memory strategies, cognitive strategies and affective strategies were the least frequently used in language learning strategies. The character of compensation strategies was to overcome limitations and problem in speaking.

2. The Differences in LLS Used by the High and Low Achievers

The differences have been found by the high achievers and the low achievers in the use of language learning strategies in learning speaking. The high achievers were basically dominant in all six categories of the language learning strategies. the most frequently used strategies by the high achievers was compensation strategies while the low achievers used metacognitive strategies.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestion as follows:

1. It is important to make learners at MAN 1 Makassar used various strategies to overcome limitations and problem in learning. By being familiar with lots of strategies. And to note the strategies that used by the high and low achievers
2. The teachers at MAN 1 Makassar are suggested to be more aware of the presence of these strategies. Moreover the teachers should facilitate, guide and help students in use of these strategies.
3. For the next researcher who are interested in doing a research related to this case, they can use this thesis as literature or an additional reference.

Although this research is completely done, but it still has many weakness.

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**A
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Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

© R. Oxford. 1989

Name :
Class :

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. Give (X) in (1, 2, 3, 4 or 5) to response that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should* be, or what *other* people do. *There are no right or wrong answers to these statements*. Put your answers on the worksheet. Work as quickly

as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

I actively seek out opportunities to talk with native speakers in English.

On this page, put an "X" in the blank underneath the statement that best describes what you actually do in regard to English now. Do not make any marks on the Worksheet yet.

				Always	
or	Never or	Generally Not	Somewhat	Generally	Almost
Always	Almost Never	True of Me	True of Me	True of Me	True of
	me				
	①	②	③	④	⑤
	_____	_____	_____	_____	_____

If you have answered the question above, you have just completed the example item. Now wait for the teacher to give you the signal to go on to the other items. When you answer the questions, work carefully but quickly. Mark the rest of your answers on the Worksheet, starting with item 1.

Strategy Inventory for Language Learning

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

1. Direct Strategies

Part A (Memory-related Strategies)

1. I think of relationships between what I already know and new things I learn in English.

①

②

③

④

⑤

2. I use new English words in a sentence so I can remember them.

①

②

③

④

⑤

3. I connect the sound of a new English word and an image or picture of the word to help remember the word.

①

②

③

④

⑤

4. I remember a new English word by making a mental picture of a situation in which the word might be used.

1 2 3 4 5

5. I use rhymes to remember new English words.

1 2 3 4 5

6. I use flashcards to remember new English words.

1 2 3 4 5

7. I physically act out new English words.

1 2 3 4 5

8. I review English lessons often.

1 2 3 4 5

9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

1 2 3 4 5

Part B
(Cognitive strategies)

10. I say or write new English words several times.

1 2 3 4 5

11. I try to talk like native English speakers.

1 2 3 4 5

12. I practice the sounds of English.

1 2 3 4 5

13. I use the English words I know in different ways.

1 2 3 4 5

14. I start conversations in English.

1 2 3 4 5

15. I watch English language TV shows spoken in English or go to movies spoken in English.

1 2 3 4 5

16. I read for pleasure in English.

- | | | | | | |
|--|---|---|---|------------------------------------|---|
| | 1 | 2 | 3 | <input checked="" type="radio"/> 4 | 5 |
|--|---|---|---|------------------------------------|---|
17. I write notes, messages, letters, or reports in English.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
19. I look for words in my own language that are similar to new words in English.
- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
20. I try to find patterns in English.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
21. I find the meaning of an English word by dividing it into parts that I understand.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
22. I try not to translate word-for-word.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
23. I make summaries of information that I hear or read in English.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|

Part C
(Compensation Strategies)

24. To understand unfamiliar English words, I make guesses.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
25. When I can't think of a word during a conversation in English, I use gestures.
- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
26. I make up new words if I do not know the right ones in English.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
27. I read English without looking up every new word.
- | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input checked="" type="radio"/> 5 |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
28. I try to guess what the other person will say next in English.
- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

- | | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 29. If I can't think of an English word, I use a word or phrase that means the same thing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Indirect Strategies

Part D (Metacognitive Strategies)

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 30. I try to find as many ways as I can to use my English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. I notice my English mistakes and use that information to help me do better. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I pay attention when someone is speaking English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. I try to find out how to be a better learner of English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. I plan my schedule so I will have enough time to study English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. I look for people I can talk to in English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. I look for opportunities to read as much as possible in English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. I have clear goals for improving my English skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. I think about my progress in learning English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part E
(Affective Strategies)

39. I try to relax whenever I feel afraid of using English.
① ② ③ ④ ⑤
40. I encourage myself to speak English even when I am afraid of making a mistake
① ② ③ ④ ⑤
41. I give myself a reward or treat when I do well in English.
① ② ③ ④ ⑤
42. I notice if I am tense or nervous when I am studying or using English.
① ② ③ ④ ⑤
43. I write down my feelings in a language learning diary.
① ② ③ ④ ⑤
44. I talk to someone else about how I feel when I am learning English.
① ② ③ ④ ⑤

Part F
(Social Strategies)

45. If I do not understand something in English, I ask the other person to slow down or say it again.
① ② ③ ④ ⑤
46. I ask English speakers to correct me when I talk.
① ② ③ ④ ⑤
47. I practice English with other students.
① ② ③ ④ ⑤
48. I ask for help from English speakers.
① ② ③ ④ ⑤
49. I ask questions in English.
① ② ③ ④ ⑤

50. I try to learn about the culture of English speakers.

①

②

③

④

⑤

1	A	B	C	D	E	F
A. Ahmad Faqih Maulana	4	4	4	5	4	4
	3	5	3	5	2	5
	4	5	2	4	3	4
	3	4	4	5	4	5
	4	3	3	3	1	4
	3	2	4	3	3	2
	4	3		3		
	4	2		4		
	3	3		4		
		3				
		1				
		4				
		3				
		3				
Mean score	3.56	3.21	3.33	4	2.83	4
	3.49					

2	A	B	C	D	E	F
Andi Ulil Absar	4	1	4	4	5	5
	4	5	4	4	2	4
	4	5	4	4	1	3
	5	3	2	1	4	5
	4	3	4	3	3	5
	4	2	4	4	1	2
	5	4		4		
	3	1		3		
	1	2		5		
		4				
		4				
		4				
		2				
		5				
Mean score	3.78	3.21	3.67	3.56	2.67	4
	3.48					

3	A	B	C	D	E	F
Ehmubdi Mulki Muhtar	4	4	3	5	3	5
	4	4	3	3	5	4
	3	1	3	4	5	5
	4	4	2	5	3	3
	5	3	3	4	3	3
	4	5	3	3	3	4
	3	2		3		
	5	2		4		
	4	1		3		
		1				
		5				
		3				
		3				
		3				
Mean score	4	2.93	2.83	3.78	3.67	4
	3.53					

4	A	B	C	D	E	F
Gunursy Mario Laksana	4	2	2	2	2	2
	2	3	4	3	2	2
	5	3	3	3	3	3
	3	2	3	3	4	2
	2	3	3	3	2	2
	2	4	2	4	3	3
	1	1		2		
	2	1		4		
	3	2		3		
		3				
		3				
		3				
		2				
		3				
Mean score	2.67	2.5	2.83	3	2.67	2.33
	2.67					

5	A	B	C	D	E	F
Muh. Faiz Mubarak	4	3	3	4	4	3
	4	5	5	3	3	5
	4	4	4	5	1	4
	3	4	2	4	3	5
	3	3	2	2	2	5
	4	2	4	5	3	4
	3	4		3		
	3	2		4		
	3	3		4		
		3				
		4				
		5				
		3				
		4				
Mean	3.44	3.5	3.33	3.78	2.67	4.33

6	A	B	C	D	E	F
Muh. Zulfikar Mubar	4	3	5	4	3	5
	4	5	5	4	4	3
	5	4	4	4	4	3
	5	5	3	4	5	5
	5	3	3	3	3	5
	4	3	4	3	1	3
	5	3		3		
	3	2		4		
	3	3		4		
		4				
		2				
		4				
		4				
		3				
Mean	4.22	3.43	4	3.67	3.33	4

score	3.51				
-------	------	--	--	--	--

score	3.78				
-------	------	--	--	--	--

7	A	B	C	D	E	F
Muhammad Akram	2	1	3	3	5	4
	3	5	5	4	3	4
	3	4	5	4	1	3
	2	3	4	3	3	3
	4	2	3	3	1	2
	2	3	5	4	3	5
	2	2		2		
	2	2		3		
	3	3		4		
		3				
		4				
		3				
		3				
		1				
Mean score	2.56	2.79	4.17	3.33	2.67	3.5
	3.17					

8	A	B	C	D	E	F
Muhammad Farhan	5	1	4	4	2	3
	5	5	5	5	5	3
	5	4	3	4	3	4
	4	2	5	5	3	3
	2	4	4	3	1	3
	2	4	5	4	1	2
	5	4		3		
	4	4		3		
	5	2		4		
		3				
		3				
		3				
		4				
		4				
Mean score	4.11	3.36	4.33	3.89	2.5	3
	3.53					

9	A	B	C	D	E	F
Adinda Dwi Pertiwi	4	4	4	3	3	3
	5	4	4	4	4	4
	4	3	3	4	3	4
	4	2	4	4	3	4
	4	3	4	3	3	4
	3	4	3	3	3	4
	3	3		3		
	5	1		4		
	4	3		4		
		2				
		3				
		4				
		2				
		3				
Mean score	4	2.93	3.67	3.56	3.17	3.83
	3.53					

10	A	B	C	D	E	F
Alifiyah Hana Pratiwi	4	2	3	3	2	5
	5	4	3	2	2	3
	3	5	2	2	3	5
	3	2	3	5	1	4
	4	5	4	4	1	4
	2	4	2	5	4	1
	2	5		4		
	3	4		4		
	4	4		5		
		4				
		2				
		4				
		3				
		2				
Mean score	3.33	3.57	2.83	3.78	2.17	3.67
	3.22					

11	A	B	C	D	E	F
Alifah Diyah Magfrah	4	4	4	5	1	5
	3	5	3	5	4	4
	4	5	4	5	4	3
	4	5	1	4	3	4
	3	3	3	4	4	4
	2	2	5	4	5	4
	3	3		3		
	4	2		4		
	5	3		4		
		5				
		4				
		4				

12	A	B	C	D	E	F
Alia Nursakinah	2	4	4	5	2	5
	5	5	5	3	5	4
	4	4	4	4	3	3
	4	3	1	5	4	5
	2	2	3	1	3	5
	1	2	5	2	3	4
	3	3		3		
	3	5		4		
	4	1		4		
		5				
		5				
		5				

		4				
		4				
Mean score	3.56	3.79	3.33	4.22	3.5	4
	3.73					

		3				
		3				
Mean score	3.11	3.57	3.67	3.44	3.33	4.33
	3.58					

13	A	B	C	D	E	F
Amalia Zatul Riski	4	3	3	3	3	4
	5	4	5	4	3	3
	5	5	3	5	3	3
	5	4	2	4	3	3
	4	3	3	2	4	5
	2	4	3	3	4	3
	5	5		4		
	3	5		4		
	3	2		4		
		4				
		3				
		5				
		2				
		3				
Mean score	4	3.71	3.17	3.67	3.33	3.5
	3.56					

14	A	B	C	D	E	F
A. Inda Nurulfitra Reski	4	3	4	4	4	4
	3	4	4	3	5	4
	4	4	2	4	4	3
	4	3	2	4	3	4
	5	3	3	3	3	4
	2	4	4	2	3	4
	3	4		3		
	3	3		3		
	3	3		3		
		3				
		3				
		4				
		4				
		3				
Mean score	3.44	3.43	3.17	3.22	3.67	3.83
	3.46					

15	A	B	C	D	E	F
A. Munawwarah Rusli	3	2	3	4	4	4
	4	4	4	4	4	3
	3	4	3	4	3	3
	4	3	4	3	4	4
	3	3	3	3	2	4
	3	4	4	4	2	3
	2	3		3		
	3	2		3		
	4	3		3		
		4				
		3				
		4				
		3				
		4				
Mean score	3.22	3.29	3.5	3.44	3.17	3.5
	3.35					

16	A	B	C	D	E	F
Ayu Fitriah	4	2	3	4	3	4
	4	4	4	3	4	3
	4	4	4	4	3	4
	3	4	4	4	1	4
	4	3	4	1	2	3
	3	4	3	3	2	4
	4	4		2		
	2	2		5		
	4	1		4		
		3				
		4				
		2				
		4				
		3				
Mean score	3.56	3.14	3.67	3.33	2.5	3.67
	3.31					

17	A	B	C	D	E	F
Dina Mudrikah Munatzir	3	2	4	4	4	5
	2	5	4	4	5	4
	4	5	4	4	3	3
	4	3	3	4	2	3
	3	3	3	3	5	3
	4	3	4	4	3	2
	4	3		5		
	3	4		4		
	2	2		5		
		4				

18	A	B	C	D	E	F
Ihwana N	3	1	3	4	3	4
	3	4	4	2	4	4
	4	4	2	4	3	3
	3	3	1	4	3	4
	4	2	3	1	3	4
	4	1	4	4	4	1
	4	2		3		
	3	3		3		
	2	3		4		
		4				

		4				
		4				
		2				
		4				
Mean score	3.22	3.43	3.67	4.11	3.67	3.33
	3.57					

		2				
		4				
		1				
		3				
Mean score	3.33	2.64	2.83	3.22	3.33	3.33
	3.12					

19	A	B	C	D	E	F
Ismiraj Ayu Nanda	2	2	4	3	3	4
	3	4	5	3	3	4
	3	5	3	4	4	3
	4	3	4	4	3	5
	3	3	3	2	1	5
	4	4	4	3	1	3
	2	2		1		
	2	3		3		
	1	1		4		
		4				
		3				
		4				
		5				
		1				
Mean score	2.67	3.14	3.83	3	2.5	4
	3.19					

20	A	B	C	D	E	F
Muhajrah	4	3	2	5	5	5
	3	5	4	4	4	4
	5	5	2	5	5	3
	4	4	3	5	4	3
	4	3	5	4	2	4
	1	5	3	3	5	5
	4	4		3		
	3	2		3		
	3	2		5		
		4				
		3				
		4				
		3				
		5				
Mean score	3.44	3.71	3.17	4.11	4.17	4
	3.77					

21	A	B	C	D	E	F
Muzayyina Al-Ussrah	4	2	5	3	5	4
	4	3	3	4	4	3
	5	3	4	4	4	5
	5	4	3	3	2	5
	5	3	2	2	3	5
	4	2	4	3	3	3
	5	3		3		
	3	3		3		
	4	4		3		
		4				
		5				
		4				
		4				
		3				
Mean score	4.33	3.36	3.5	3.11	3.5	4.17
	3.66					

22	A	B	C	D	E	F
Namira Aulia Ramadhanti	4	2	3	3	5	4
	4	4	4	3	4	5
	4	4	3	4	3	4
	3	4	5	4	4	3
	4	3	4	1	3	3
	2	5	3	3	4	4
	3	4		2		
	2	3		3		
	4	2		3		
		3				
		3				
		3				
		4				
		3				
Mean score	3.33	3.36	3.67	2.89	3.83	3.83
	3.49					

23	A	B	C	D	E	F
Naorah Fakhiratul Uzhma	4	4	5	4	5	4
	4	5	4	5	5	4
	5	5	4	5	4	4
	4	5	4	2	5	4
	3	3	4	4	2	4
	3	2	5	3	4	4
	3	3		4		
	4	2		4		

24	A	B	C	D	E	F
Noura Yumna Egyptia	3	4	4	4	4	5
	4	4	4	4	5	5
	4	3	5	5	5	5
	4	5	2	5	4	4
	1	3	2	3	5	4
	2	5	5	4	5	5
	3	5		4		
	4	5		5		

	5	3		4		
		3				
		4				
		4				
		4				
Mean score	3.89	3.64	4.33	3.89	4.17	4
	3.99					

	2	2		4		
		3				
		3				
		5				
		2				
		4				
Mean score	3	3.79	3.67	4.22	4.67	4.67
	4					

25	A	B	C	D	E	F
Nur Ainun Najibah	3	1	3	3	3	4
	4	4	4	4	4	2
	3	4	3	5	2	4
	4	3	3	5	2	4
	2	1	3	1	3	4
	2	2	4	3	1	2
	4	3		3		
	2	3		3		
	1	1		4		
		3				
		1				
		5				
		1				
	5					
Mean score	2.78	2.64	3.33	3.44	2.5	3.33
	3.01					

26	A	B	C	D	E	F
Nur Asyifa T	5	4	4	4	3	3
	4	4	5	4	4	3
	4	5	4	4	3	3
	4	5	4	4	5	3
	3	3	4	3	3	3
	2	5	5	4	3	4
	5	4		3		
	3	3		4		
	3	3		4		
		4				
		4				
		5				
		3				
	5					
Mean score	3.67	4.07	4.33	3.78	3.5	3.17
	3.75					

27	A	B	C	D	E	F
Nur Aulia Darmayanti	3	4	4	4	3	4
	4	4	5	4	3	4
	4	4	4	4	3	3
	4	4	5	4	4	3
	3	5	3	3	4	2
	3	5	4	4	3	4
	4	4		3		
	4	3		4		
	4	3		4		
		4				
		3				
		3				
		3				
	4					
Mean score	3.67	3.79	4.17	3.78	3.33	3.33
	3.68					

28	A	B	C	D	E	F
Nurfatwa Hedar	3	3	3	3	4	4
	5	5	4	4	4	4
	4	5	3	4	3	4
	4	4	5	5	2	3
	3	2	4	2	2	3
	1	3	3	3	3	3
	2	2		2		
	2	2		2		
	2	2		2		
		2				
		4				
		4				
		1				
	2					
Mean score	2.89	2.93	3.67	3	3	3.5
	3.16					

29	A	B	C	D	E	F
Nuril Kartika Rahmawati	4	3	4	4	3	3
	5	2	5	5	3	4
	5	4	4	4	2	3
	4	3	5	4	4	4
	5	4	3	2	4	2
	2	4	4	5	2	4

30	A	B	C	D	E	F
Nurul Annisa Istiqamah	3	3	4	3	3	3
	5	5	5	3	2	1
	2	5	3	3	2	3
	5	4	4	4	1	3
	5	4	4	2	3	2
	2	5	3	3	1	3

	4	5		4		
	2	3		5		
	3	4		5		
		5				
		2				
		5				
		1				
		2				
Mean score	3.78	3.36	4.17	4.22	3	3.33
	3.64					

	1	5		3		
	3	3		4		
	2	1		3		
		5				
		5				
		4				
		5				
		4				
Mean score	3.11	4.14	3.83	3.11	2	2.5
	3.12					

31	A	B	C	D	E	F
Nurul Azrina	2	4	4	5	4	4
	4	5	5	5	4	5
	2	5	4	5	3	3
	2	4	2	5	3	4
	4	2	4	4	5	3
	2	5	4	5	5	4
	4	5		4		
	5	4		4		
	4	2		5		
		5				
		4				
		5				
		1				
		4				
Mean score	3.22	3.93	3.83	4.67	4	3.83
	3.91					

32	A	B	C	D	E	F
Putri Humaira Salsabila	4	3	3	3	3	3
	4	5	5	4	5	4
	4	5	4	5	3	5
	5	4	5	5	3	5
	5	3	4	3	4	4
	3	5	3	5	4	5
	3	4		3		
	3	4		4		
	5	3		4		
		2				
		3				
		3				
		5				
		3				
Mean score	4	3.71	4	4	3.67	4.33
	3.95					

33	A	B	C	D	E	F
Raihanah Nurkhalishah	4	4	5	4	4	4
	3	3	5	5	3	3
	4	4	4	5	2	2
	5	3	5	4	4	3
	4	4	5	4	3	3
	2	4	4	5	2	3
	4	4		4		
	3	2		4		
	5	3		5		
		4				
		2				
		5				
		3				
		3				
Mean score	3.78	3.43	4.67	4.44	3	3
	3.72					

34	A	B	C	D	E	F
Siti Nurul Afiaha Dakhliah	3	3	3	4	3	3
	4	4	5	4	4	4
	4	4	4	5	2	5
	4	3	5	4	4	4
	4	3	5	3	3	4
	2	4	3	4	2	5
	3	3		3		
	2	4		4		
	4	3		4		
		4				
		3				
		4				
		5				
		4				
Mean score	3.33	3.64	4.17	3.89	3	4.17
	3.7					

35	A	B	C	D	E	F
Ulfa Wadi'ah Asri	4	5	4	3	4	2
	3	3	4	3	3	3
	4	4	4	4	4	3
	4	3	5	3	3	3

36	A	B	C	D	E	F
Ummi Kalsum Mursalin	3	4	4	5	3	1
	4	5	5	5	5	2
	4	5	4	5	3	4
	4	4	5	5	4	3

	3	2	4	2	4	2
	2	4	4	3	3	3
	3	3		3		
	3	3		3		
	3	2		3		
		3				
		4				
		3				
		4				
		3				
Mean score	3.22	3.29	4.17	3	3.5	2.67
	3.31					

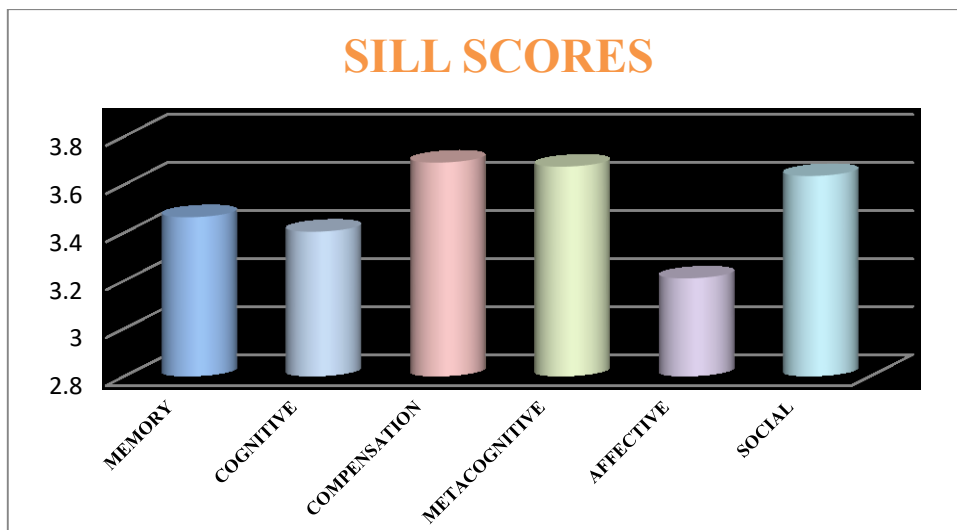
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	4	4		5		
	4	4		4		
	2	3		5		
		4				
		5				
		4				
		3				
		4				
Mean score	3.44	4.14	4.33	4.67	3.33	2.83
	3.79					

**THE MEAN SCORES OF SIX CATEGORY STRATEGIES USED BY ALL
LEARNERS**

No.	NAME	M E M O R Y	C O G N I T I V E	C O M P E N S A T I O N	M E T A C O G N I T I V E	A F F E C T I V E	S O C I A L	A V E R A G E
1	A. Ahmad Faqih Maulana	3.56	3.21	3.33	4	2.83	4	3.49
2	Andi Ulil Absar	3.78	3.21	3.67	3.56	2.67	4	3.48
3	Ehmubdi Mulki Muhtar	4	2.93	2.83	3.78	3.67	4	3.53
4	Gunursy Mario Laksana	2.67	2.5	2.83	3	2.67	2.33	2.67
5	Muh. Faiz Mubarak	3.44	3.5	3.33	3.78	2.67	4.33	3.51
6	Muh. Zulfikar Mubar	4.22	3.43	4	3.67	3.33	4	3.78
7	Muhammad Akram	2.56	2.79	4.17	3.33	2.67	3.5	3.17
8	Muhammad Farhan	4.11	3.36	4.33	3.89	2.5	3	3.53
9	Adinda Dwi Pertiwi	4	2.93	3.67	3.56	3.17	3.83	3.53
10	Alifiyah Hana Pratiwi	3.33	3.57	2.83	3.78	2.17	3.67	3.22
11	Alifah Diyah Magfirah	3.56	3.79	3.33	4.22	3.5	4	3.73
12	Alya Nursakinah	3.11	3.57	3.67	3.44	3.33	4.33	3.58
13	Amalia Zatil Riski	4	3.71	3.17	3.67	3.33	3.5	3.56
14	A. Inda Nurulfitra Reski	3.44	3.43	3.17	3.22	3.67	3.83	3.46
15	A. Munawwarah Rusli	3.22	3.29	3.5	3.44	3.17	3.5	3.35
16	Ayu Fitriah	3.56	3.14	3.67	3.33	2.5	3.67	3.31
17	Dina Mudrikah Munatzir	3.22	3.43	3.67	4.11	3.67	3.33	3.57
18	Ihwana N	3.33	2.64	2.83	3.22	3.33	3.33	3.12
19	Ismiraj Ayu Nanda	2.67	3.14	3.83	3	2.5	4	3.19
20	Muhajrah	3.44	3.71	3.17	4.11	4.17	4	3.77
21	Muzayyina Al-Usrah	4.33	3.36	3.5	3.11	3.5	4.17	3.66
22	Namira Aulia Ramadhanti	3.33	3.36	3.67	2.89	3.83	3.83	3.49
23	Naorah Fakhiratul Uzhma	3.89	3.64	4.33	3.89	4.17	4	3.99
24	Noura Yumna Egyptia	3	3.79	3.67	4.22	4.67	4.67	4
25	Nur Ainun Najibah	2.78	2.64	3.33	3.44	2.5	3.33	3.01

26	Nur Asyifa T	3.67	4.07	4.33	3.78	3.5	3.17	3.75
27	Nur Aulia Darmayanti	3.67	3.79	4.17	3.78	3.33	3.33	3.68
28	Nurfatwa Hedar	2.89	2.93	3.67	3	3	3.5	3.16
29	Nuril Kartika Rahmawati	3.78	3.36	4.17	4.22	3	3.33	3.64
30	Nurul Annisa Istiqamah	3.11	4.14	3.83	3.11	2	2.5	3.12
31	Nurul Azrina	3.22	3.93	3.83	4.67	4	3.83	3.91
32	Putri Humaira Salsabila	4	3.71	4	4	3.67	4.33	3.95
33	Raihanah Nurkhalishah	3.78	3.43	4.67	4.44	3	3	3.72
34	Siti Nurul Aflaha Dakhlan	3.33	3.64	4.17	3.89	3	4.17	3.7
35	Ulfa Wadi'ah Asri	3.22	3.29	4.17	3	3.5	2.67	3.31
36	Ummi Kalsum Mursalim	3.44	4.14	4.33	4.67	3.33	2.83	3.79
	Mean Score	3.46	3.4	3.69	3.67	3.21	3.63	3.5

The Mean Score in Form of Diagram



**THE DIFFERENCES BY HIGH AND LOW ACHIEVERS IN THE
USED OF LANGUAGE LERANING STRATEGIES**

Item	low achievers			Average	High achievers			Average
	Mario	Akram	Hana		Nurul	Farhan	Putri	
Memory Strategies								
1	4	2	4	3.33	3	5	4	4
2	2	3	5	3.33	4	5	4	4.33
3	5	3	3	3.67	4	5	4	4.33
4	3	2	3	2.67	4	4	5	4.33
5	2	4	4	3.33	4	2	5	3.67
6	2	2	2	2	2	2	3	2.33
7	1	2	2	1.67	3	5	3	3.7
8	2	2	3	2.33	2	4	3	3
9	3	3	4	3.33	4	5	5	4.667
Average	2.67	2.56	3.33	2.85	3.33	4.11	4	3.82
Cognitive Strategies								
10	2	1	2	1.67	3	1	3	2.33
11	3	5	4	4	4	5	5	4.67
12	3	4	5	4	4	4	5	4.33
13	2	3	2	2.33	3	2	4	3
14	3	2	5	3.33	3	4	3	3.33
15	4	3	4	3.67	4	4	5	4.33
16	1	2	5	2.67	3	4	4	3.67
17	1	2	4	2.33	4	4	4	4
18	2	3	4	3	3	2	3	2.67
19	3	3	4	3.33	4	3	2	3
20	3	4	2	3	3	3	3	3

21	3	3	4	3.33	4	3	3	3.33
22	2	3	3	2.67	5	4	5	4.67
23	3	1	2	2	4	4	3	3.67
Average	2.5	2.79	3.57	2.95	3.64	3.36	3.71	3.57
Compensation Strategies								
24	2	3	3	2.67	3	4	3	3.33
25	4	5	3	4	5	5	5	5
26	3	5	2	3.33	4	3	4	3.67
27	3	4	3	3.33	5	5	5	5
28	3	3	4	3.33	5	4	4	4.33
29	2	5	2	3	3	5	3	3.67
Average	2.83	4.17	2.83	3.28	4.17	4.33	4	4.17
Metacognitive Strategies								
30	2	3	3	2.67	4	4	3	3.67
31	3	4	2	3	4	5	4	4.33
32	3	4	2	3	5	4	5	4.67
33	3	3	5	3.67	4	5	5	4.67
34	3	3	4	3.33	3	3	3	3
35	4	4	5	4.33	4	4	5	4.33
36	2	2	4	2.67	3	3	3	3
37	4	3	4	3.67	4	3	4	3.667
38	3	4	5	4	4	4	4	4
Average	3	3.33	3.78	3.37	3.89	3.89	4	3.93
Affective Strategies								
39	2	5	2	3	3	2	3	2.67
40	2	3	2	2.33	4	5	5	4.67
41	3	1	3	2.33	2	3	3	2.67
42	4	3	1	2.67	4	3	3	3.33
43	2	1	1	1.33	3	1	4	2.67
44	3	3	4	3.33	2	1	4	2.33
Average	2.67	2.67	2.17	2.5	3	2.5	3.67	3.06
Social Strategies								
45	2	4	5	3.67	3	3	3	3

DOCUMENTATION



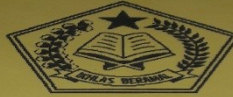


Tanggal mengajar di kelas															Hak	Dit	Skr	A/B	Mak Men	% Kehak	Keperaf
Kehadiran Siswa Per Kelas																					
No	NAMA SISWA	L/P	Kolom Absensi Diisi																		
25	Noura Yumna Egyptia		✓	✓																	
26	Nur Annun Najibah		✓	✓																	
27	Nur Asyifa T		✓	✓																	
28	Nur Aulia Darmayanti																				
29	Nurfatwa Hedar																				
30	Nuril Kartika Rahmawati																				
31	Nurul Annisa Istiqamah																				
32	Nurul Arina																				
33	Putri Humaira Salsabila																				
34	Radhita Nabila																				
35	Raihanah Nurkhalishah																				
36	Rhadyallah Az-Zahrah																				
37	Siti Nurul Aflaha Dakhlan																				
38	Ulfa Wad'ah Asri																				
39	Ummi Kalsum Mursalim																				
40																					

Makassar,
Guru Bidang Study

Rahmah
RAHMAT
NIP.

**BUKU KERJA GURU
TAHUN PELAJARAN 2017-2018**



KELAS / JURUSAN : XI MIA 2,3,4,5
NAMA GURU : HJ. RAHMAH, S.Pd
MATA PELAJARAN : BAHASA INGGRIS WAJIB

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MAKASSAR
MADRASAH ALIYAH NEGERI 1 MAKASSAR
2017**



**KANTOR KEMENTERIAN AGAMA KOTA MAKASSAR
MADRASAH ALIYAH NEGERI 1**

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 Telepon: (0411) 864000, Faksimili: (0411) 864900,
 E-mail: man_ujungpandang@yahoo.co.id

Pertemuan Mengajar	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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kelas	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	30/09	07/10	14/10	21/10	28/10	04/11	11/11	18/11	25/11	02/12	09/12	16/12	23/12	30/12	06/01	13/01	20/01	27/01	03/02	10/02	17/02	24/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	30/06	07/07	14/07	21/07	28/07	04/08	11/08	18/08	25/08	01/09	08/09	15/09	22/09	29/09	06/10	13/10	20/10	27/10	03/11	10/11	17/11	24/11	01/12	08/12	15/12	22/12	29/12	05/01	12/01	19/01	26/01	02/02	09/02	16/02	23/02	01/03	08/03	15/03	22/03	29/03	05/04	12/04	19/04	26/04	03/05	10/05	17/05	24/05	31/05	06/06	13/06	20/06	27/06	04/07	11/07	18/07	25/07	01/08	08/08	15/08	22/08	29/08	05/09	12/09	19/09	26/09	03/10	10/10	17/10	24/10	31/10	07/11	14/11	21/11	28/11	05/12	12/12	19/12	26/12	02/01	09/01	16/01	23/01	30/01	06/02	13/02	20/02	27/02	06/03	13/03	20/03	27/03	03/04	10/04	17/04	24/04	01/05	08/05	15/05	22/05	29/05	05/06	12/06	19/06	26/06	03/07	10/07	17/07	24/07	31/07	07/08	14/08	21/08	28/08	04/09	11/09	18/09	25/09	02/10	09/10	16/10	23/10	30/10	06/11	13/11	20/11	27/11	04/12	11/12	18/12	25/12	01/01	08/01	15/01	22/01	29/01	05/02	12/02	19/02	26/02	05/03	12/03	19/03	26/03	02/04	09/04	16/04	23/04	30/04	07/05	14/05	21/05	28/05	04/06	11/06	18/06	25/06	02/07	09/07	16/07	23/07	30/07	06/08	13/08	20/08	27/08	03/09	10/09	17/09	24/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15/07	22/07	29/07	05/08	12/08	19/08	26/08	02/09	09/09	16/09	23/09	01/10	08/10	15/10	22/10	29/10	05/11	12/11	19/11	26/11	03/12	10/12	17/12	24/12	31/12	07/01	14/01	21/01	28/01	04/02	11/02	18/02	25/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04	28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	01/07	08/07	15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CURRICULUM VITAE



The researcher, **Hadriana Ismail** was born on May 09th, 1995 in Ujung Pandang, South Sulawesi. She is the youngest daughter from three siblings, from the marriage of Drs. Ismail Pamrisa and Dra. Nirwana Ibrahim. She has one sister and one brother. She started her study at Elementary School of SD Negeri Gunung Sari I Makassar and finished in 2007. In the same year, she continued her study at SMP Negeri 21 Makassar and graduated in 2010. Afterwards, she continued her study at MAN 1 Makassar and graduated in 2013. In year 2013, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *Language Learning Strategies Used by Learners in Speaking*.