

**THE CORRELATION BETWEEN STUDENTS' LEARNING
STRATEGIES AND THEIR SPEAKING ABILITY**

*(A Correlational Research at the Twelfth Grade Students of SMA Negeri 10
Gowa)*



A THESIS

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MOTTO

“No One Can Change Your Life, Except Yourself.”

“Do Your Best and Let Allah Do the Rest.”

This thesis was honoraly dedicated for:

“My beloved parent, Baharuddin and Juriana. I am very grateful for your endless love and big prayer that you give to me.”

“My lovely siblings, Muh. Fairuz, Husnul Khatim and Radhiyatan Mardhiyah. Thanks for your prays, loves, helps and supports.”

ABSTRACT

Musyarafah. 2018. *The Correlation between Students' Learning Strategies and Their Speaking Ability (A Correlational Research at the Twelfth Grade Students of SMA Negeri 10 Gowa).* Thesis. English Department. Faculty of Teacher Training and Education. Makassar Muhammadiyah University. Supervised by Nurdevi Bte. Abdul and Wildhan Burhanuddin.

The objective of this research was to find out whether there was correlation between students' learning strategies and their speaking ability at the Twelfth Grade Students of SMA Negeri 10 Gowa.

This research was done by using the analysis of quantitative method and a correlational research design. The sample of this research was 21 students who were taken from XII IBB class of students in the academic year of 2018/2019. The sample was taken by Purposive Sampling Technique. The instruments of this research were questionnaire and speaking test.

The result of this research showed that the students applied all of the six strategies proposed by Oxford namely Memory, Cognitive, Compensation, Metacognitive, Affective and Social Strategies in mastering their speaking ability. The most frequently used was Metacognitive Strategy. The result of the students' learning strategies mean score was 3.50 and the speaking ability was 76.04. The level correlation between students' learning strategies and their speaking ability was very high with the $r_{xy} = 0.87$; it can be concluded that there was a significant correlation between students' learning strategies and their speaking ability.

Keywords: *Correlation, Learning Strategies, Speaking Ability.*

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Makassar, 2018

The Researcher

MUSYARAFAH

TABLE OF CONTENT

COVER	i
APPROVAL SHEET	ii
COUNSELLING SHEET	iii
SURAT PERJANJIAN	v
SURAT PERNYATAAN	vi
MOTTO	vii
ABSTRACT	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENT	xii
LIST OF TABLE	xiv
LIST OF FIGURE	xv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question.....	5
.....	
C. Objective of the Research	5
D. Significance of the Research	5
E. Scope of the Research	6
CHAPTER II REVIEW OF THE RELATED LITERATURE	7
A. Previous Related Research Findings	7
B. Some Partinent Ideas	8
1. The Concept of Learning Strategies.....	8
a. Defenition of Learning	8
b. Definition of Strategy	9
c. Definition of Learning Strategy.....	9
d. Classification of Learning Strategy	10
2. The Concept of Speaking	16

a. Defenition of Speaking.....	16
b. Components of Speaking.....	18
C. Conceptual Framework	20
D. Hypothesis.....	21
CHAPTER III RESEARCH METHOD	22
A. Research Design	22
B. Variables of the Research.....	22
C. Population and Sample.....	23
D. Instrument of Research	23
E. Technique of Collecting Data	24
F. Validity and Reliability	25
G. Technique of Data Analysis	26
CHAPTER IV FINDINGS AND DISCUSSIONS.....	31
A. Findings.....	31
1. The Learning Strategies Used by the Students in Learning Speaking	31
a. Students' Learning Strategies	31
b. Students' Speaking Score.....	34
2. The Correlation between Students Learning Strategies and Their Speaking Ability	37
3. Hypothesis Test	39
B. Discussions.....	39
CHAPTER V CONCLUSION AND SUGGESTION	44
A. Conclusion	44
B. Suggestion	45
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLE

Table 2. 1 :	Language Learning Strategy System.....	16
Table 3. 1 :	Interpretation of Students' Learning Strategies	26
Table 3. 2:	Scoring Guide for Speaking Test	27
Table 3. 3:	Interpretation of r Value	30
Table 4. 1 :	Six Categories of Learning Strategy Used by Students.....	32
Table 4. 2:	Rate Percentage and Frequency of the Students Learning Strategies	32
Table 4. 3:	The Score of the Students' Speaking Test	35
Table 4. 4:	Rate Percentage and Frequency of the Student Speaking Ability in the term of Pronunciation	35
Table 4. 5 :	Rate Percentage and Frequency of the Student Speaking Ability in the term of Vocabulary	36
Table 4. 6 :	Rate Percentage and Frequency of the Student Speaking Ability in the term of Fluency	37
Table 4. 7:	Data Analysis Table	37
Table 4. 8:	Pearson Correlation	38

LIST OF FIGURE

Figure 2. 1 Conceptual Framework.....	20
Figure 3. 1 Variables of the Research	22
Figure 4. 1 Students' Score in Term of Chart	33

CHAPTER I

INTRODUCTION

A. Background

People need language to communicate each other, one of the languages used by people internationally is English. English is the most commonly accepted language to engage with people from various countries for conferences, debating, social gathering, international works and so on. Furthermore, English has become primary language in many countries such as United Kingdom, United States, Australia and Canada or become secondary language in some countries such as Malaysia, Philippines and India.

Nowadays, English plays an important role in our life such as in education field. In our country, some schools or universities have applied their class which lessons are taught by using English. Harmer (In Irsyam, 2017) stated that people not only learn general English to be able to communicate effectively each other in their daily life but also for specific purposes such as for academic purpose.

English consists of four basic skills, they are: listening, speaking, reading and writing. Proficiency in each skill is necessary to become a well-rounded communicator, but in this section the researcher focuses on speaking skill because it is the most important skill that should be mastered by students in order to communicate in English fluently. The ability to speak is the most

significance way to reflect thoughts, opinions, and feelings to have an interaction or communication with other people.

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

Speaking skill becomes the most important skill in the era of globalization. English speaking skill become an important component for the students since it makes their social intercourse become wider. It means learning English is not only learning about the theory, but also learning how to practice it in a real communication. Moreover, this skill is very important for the students who are prepared to be professional English teacher. To teach English of course they have to know how to speak it correctly.

In learning speaking, the students often find some problems. The problem frequently found that their first language causes them to get difficulty in using the foreign language. English has difference in the way it is written with the way it is spoken, so speaking is not easy to be mastered particularly. Richards (In Juwita, 2015) points out several problems which were faced by students in learning English as a foreign language. First, the students speak slowly and take too long to compose utterances. Second, students lack of vocabulary that is needed to talk about common utterances. Third, their spoken English does not sound natural. Then, students cannot participate

actively in conversation. The last, students were lack of communication strategies.

Concerning to students' problem in speaking English, it can be inferred that each student has certain tendency and capability in using certain learning strategies. Park (2010) argued that learning strategies are supposed to be used to attain goals or to solve a problem. In other way it can be said that learning strategies can be used to solve students' problem in learning speaking skill. Therefore, the use of various learning strategies is influenced by the students' family background, experienced, and character. Since students have their own characteristics, they would exploit different learning strategies that are useful and comfortable to them.

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

Oxford (1990) categorized learning strategies as direct and indirect. She defined direct strategies as strategies that directly involve the target language in the sense that they require mental processing of the language, while indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means. The direct strategies

consisted of memory, cognitive and compensation strategies. Indirect strategies consisted of metacognitive, affective and social strategies.

According to the researcher's experience when doing an internship in SMA Negeri 10 Gowa, many students still had difficulties in learning English. The students there were categorized as low in speaking skill. The students said that speaking is very difficult. Most of them said that they were unable to speak English because they did not know how to pronounce the words, they did not have enough vocabulary and they had problems in producing words and using English to communicate one another fluently.

The difficulties faced by the students were not the same. Every student had different ability to catch the material. Some students found difficulties to understand their teacher explanation so they tend to keep silent and even avoided talking or being asked by the teacher. The other hand, some of them cannot understand the lesson without the teacher explanation in detail. Therefore, the students have different strategy in studying. Every student has their own ability and learning strategies. They have their own ways to be able to understand the lesson.

Based on the background above, the researcher wanted to make the students aware of learning strategies to help them overcome their limitation and problem in learning especially in their speaking ability. The researcher was interested in conducting the research entitle "The Correlation between Students' Learning Strategies and Their Speaking Ability".

B. Research Question

Based on the explanation in the background, the researcher formulated that there are two problems of research as follow, they were:

1. What are the learning strategies used by the students in learning speaking at SMA Negeri 10 Gowa?
2. Is there any correlation between students' learning strategies and their speaking ability at SMA Negeri 10 Gowa?

C. Objective of the Research

In line with the research questions above, the objectives of the research were as follows:

1. To know the learning strategies used by the students in learning speaking at SMA Negeri 10 Gowa.
2. To know the correlation between students' learning strategies and their speaking ability at SMA Negeri 10 Gowa.

D. Significance of the Research

The result of this research was expected to be useful information for people in learning process, such as; to add information and improve teaching skill for teachers; encourage students to be more active, creative, and innovative in solving problems that they face in the class especially in speaking class; and giving information or as source of information about learning strategies for researchers.

E. Scope of the Research

In order to focus the research, the researcher limited the research on the correlation between students' learning strategies and their speaking ability. This research described about learning strategies that were used by the students of SMA Negeri 10 Gowa in learning speaking. The learning strategies here focused on the Direct Strategies and Indirect Strategies by Oxford theory. Direct strategies consisted of three strategies: Memory, Cognitive and Compensation Strategies and Indirect also consist of three, they were: Metacognitive, Affective and Social Strategies. The speaking ability focused on the term of pronunciation, vocabulary and fluency.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Related Research Findings

Gani, et.al (2015) described about the different learning strategies used by high and low speaking performance students. They found that high speaking performance students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills. They used more learning strategies consciously and appropriately compared than those with low speaking performance.

Saputra and Subekti (2017) found that developing speaking skills need strategies or ways to make the students easier to learn. The speaking learning strategies are likely to affect the assessment score of the students' speaking quality. If the students have many speaking learning strategies to develop their speaking skills, they will tend to have the high scores in speaking skills. Meanwhile, if the students have limited strategy to develop their speaking skills, they will tend to have low scores in speaking skills.

Alfiyanaini (2017) found that the students used almost all of the learning strategies by O'Malley and Chamot. It includes metacognitive strategies, cognitive strategies, and socio affective strategies in mastering their speaking skill, although the students used same learning strategies, but they had different activities in using the strategies. The strengths of the learning strategies

were the students able to: 1) Get many new vocabularies; 2) Know how to pronounce the word; 3) Get more confidence in speaking English in the public.

The three researches above had the similarity and the dissimilarity with this research. The similarity of the research was the researchers found out the learning strategies used by students in speaking skill. The dissimilarity of the research was the researcher focused on the correlation between students' learning strategies and speaking ability. The learning strategies here focused on the direct strategies and indirect strategies by Oxford theory.

Based on the statement above, the researcher concluded that the students need learning strategies to overcome their problems in learning speaking. They should use appropriate learning strategies more consciously, purposefully, and frequently to be more successful in developing their speaking ability. The researcher focused on the learning strategies used by students at SMA Negeri 10 Gowa and found out the correlation between students' learning strategies and their speaking ability.

B. Some Pertinent Ideas

1. The Concept of Learning Strategies

a. Definition of Learning

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

Akib and Ghafar (2015), state that learning is a process to understand and 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.

To sum up, learning is the activity or process of gaining knowledge or skill by studying, practicing or experiencing something. Learning cannot be measured, but its result can be.

b. Definition of Strategy

According to Brown (2000), strategies are specific methods of approaching a problem or task, modes of operation for achieving, planned design for controlling and manipulating certain information. Strategies vary intra individually; each of us has a number of possible ways to solve particular problem, and we choose one – or several in sequence – for a given problem.

c. Definition of Learning Strategies

There are many experts gave the definition of learning strategies. O'Malley and Chamot (1990) stated that learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Chamot defined learning strategies as techniques, approaches or deliberate actions that

students take in order to facilitate the learning and recall of both linguistic and content area information. By employing the right strategies, the process of learning the language will improve significantly. Appropriate language learning strategies result in improved, faster language proficiency. Language learning strategies play an important role in the process of learning language.

Oxford (1990:8) also points out learning strategies are specific actions taken by students to help their own learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable.

In sum, learning strategies are special tools of processing information that used by students to improve their comprehension, learning or retain new information. Learning strategies used by students to help them understand new information and solve their language problem.

d. Classification of Learning Strategies

Learning strategies have been classified in many different ways, but there are two popular theories have been done. The first was classified by O'Malley & Chamot (1990) and the second classification was made by Oxford (1990).

1) O'Malley and Chamot

They have divided language learning strategies into three main subcategories:

- a. **Cognitive Strategies**, which are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inference are among the most important cognitive strategies.
- b. **Metacognitive Strategies**, it refers to a term used in information-processing theory which involved planning for learning, thinking about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main Metacognitive Strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.
- c. **Socio-affective Strategies**. These strategies have to do with social mediating activities and interacting with others.

2) Oxford

Oxford (1990) has categorized learning strategies as direct and indirect. Direct strategies is defined as strategies that directly involve the target language in the sense that they require mental processing of the language, while indirect strategies provide

indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means such as summarizing or reasoning deductively, these enable students to understand and produce new language by many different means.

a. Direct Strategies, they are divided into:

- 1. Memory Strategies:** they include strategies like grouping or using imagery. These strategies help students to keep and retrieve new information (Oxford, 1990). Doing memory strategies help the students to remember vocabularies and grammar of a new language. The students can use phonetic spelling and/or accent marks to remember words. Oxford also states that memory strategies help students to retrieve the knowledge of structure more easily and keep remembering it even though they do not use it for a long period.
- 2. Cognitive Strategies:** they enable students to understand and produce new language in many different meanings. Practicing is one of the cognitive strategies that very essential to make students skilled and experienced. The types of practice such as repeating and practicing naturalistically are useful to improve speaking ability. The students can improve their pronunciation by repeating.

Practicing naturally requires students to use new language for real communicate in natural situation.

- 3. Compensation Strategies:** Oxford (1990) stated that these strategies help students overcome gaps in knowledge so students can communicate authentically. The students can understand and produce new language without being influenced by their limited knowledge. Activities like guessing or using synonyms, switching to mother tongue and using mime or gesture are the examples of compensation strategies. The synonym can be used to show what the speaker wants to say. Besides, the students can use their mother tongue without translating it if they do not know how to say it in target language. They can also use mime, gesture or physical movements as the expression to show the meaning of certain words.

b. Indirect Strategies:

- 1. Metacognitive Strategies:** These strategies give students a way to manage and organize their learning process (Oxford, 1990). Organizing, setting goals and self-evaluating belong to metacognitive strategies. Organizing is used to optimize the learning by understanding the situation such as scheduling time to practice their speaking inside and outside the classroom. Setting goals mean that the students

make long-term aim which refers to the result that will be accomplished in many months or years later. Self-evaluating is used to evaluate students' progress in speaking a new language such as measuring their speaking whether it is improved since some months ago.

2. Affective Strategies: they help to regulate emotions, motivations and attitudes. They include lowering anxiety, encouraging oneself and taking one's emotional temperature. It is very important to make language learning more efficient and fun. Speaking a new language gives much anxiety to some students. The example of affective strategy that is used to lower anxiety is taking deep breath before performing their speaking. Meanwhile, making positive statements is the example of affective strategy that is used to encourage students. The students can say some statements such as "It is ok if I make mistakes" or "Everybody makes mistakes. They can also say the statement "I did a good job" after doing a good performance.

3. Social Strategies: they help students learn through interaction with others. They include asking questions, cooperating and empathizing with others. The students are required to interact well with their friends such as having

temporary pair or small group. Besides, they are also required to interact with skilled and experienced language users such as having conversation with native speakers outside the classroom. By having conversation with them, students can learn how to listen to them, ask questions, and analyze natural feedback given during the conversation such as gesture, facial expressions and body language.

The strategies above are important for language learning because they make the language learning easier, more enjoyable, and more effective (Oxford, 1990). Besides, they are tools to develop communicative ability. Doing appropriate language learning strategies will improve students' ability. In other words, students' speaking ability will be better if they develop the right strategies.

In this research, the researcher applied the learning strategies which were classified by Oxford (1990). Although Oxford theory classifications were somehow similar with O'Malley and Chamot, but Oxford had made certain changes that make it more understandable and clear, she also managed to separate social and affective strategies in different categories and she included a category for compensation strategies which emphasizes mainly the communication and speaking skill, which was not given much importance in the other classification.

Therefore, this research adopted the model of learning strategies by Oxford as follow:

Table 2.1 Language Learning Strategy System

Language Learning Strategies	
Direct Strategies	Indirect Strategies
1. Memory strategies: a. Creating mental linkages b. Applying images and sounds c. Reviewing well d. Employing action	1. Metacognitive strategies: a. Centering your learning b. Arranging, planning and monitoring your learning c. Evaluating your learning
2. Cognitive Strategies: a. Practicing b. Receiving and sending messages c. Analyzing and reasoning d. Creating structure for input and output	2. Affective strategies: a. Lowering your anxiety b. Encouraging yourself c. Taking your emotional temperature
3. Compensation Strategies: a. Guessing intelligently b. Overcoming limitations in speaking and writing	3. Social strategies: a. Asking questions b. Cooperating with others c. Empathizing with others

(Oxford in Ismail, 2018)

2. The Concept of Speaking

a. Definition of Speaking

Speaking is one of four language skill. It is productive skill that must be mastered by the students in learning language in order to be good communicator. The students are able to give their opinion or express their feelings to the others because of speaking. Moreover, they are going to be known by the others because of their speaking skill.

Nunan (2003) stated that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Lindsay and knight (in Fattah, 2016) stated speaking is a productive skill; it involves putting a message together, communicating the message and interacting with other people.

Byrne (In Juwita, 2015) defined speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speaking seems to be easy to do, but we do not only speak, we also communicate each other with people by using language.

According to Irianti (In Ismail, 2018), 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 people. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

Based on the definition above, it can be concluded that speaking is an oral skill that play role in human interaction and communication when people communicate their ideas, information, knowledge, opinion and feeling to others. Speaking is the activity which is included the speaker and the listener. However, people may implement speaking in different ways. It is believed that speaking is a measurement of knowing a language.

b. Components of Speaking

Richard and Rogers (In Ananda, 2017) stated that, there are six components of speaking skill that are normally recognized as crucial aspect that should be mastered by teachers and students in order to apply and practice of speaking ability. The six components of speaking are described as in the following:

1. Pronunciation

Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.

2. Vocabulary

There are two types of vocabulary in general; they are active and passive vocabulary. Active vocabulary is the words which the students will need to understand and passive vocabulary is the words which we want the students to understand, but they will not use themselves.

3. Grammar

Grammar's subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences and completes utterance.

4. Accuracy and Fluency

Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

While, fluency (Webster in Fattah, 2017) refers to be able to speak smoothly, easy and readily to an easy flow is word to person able to communicate with base it suggest the ready flow accomplish speak. It is usually a term of communication.

5. Comprehension

Comprehension is ability to understand. Comprehension here is closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. For example, students are capable of speaking fluently, and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentences.

Those are some factors of speaking ability that have important role in speaking. By mastering all the factors, the teacher can produce good speech.

C. Conceptual Framework

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

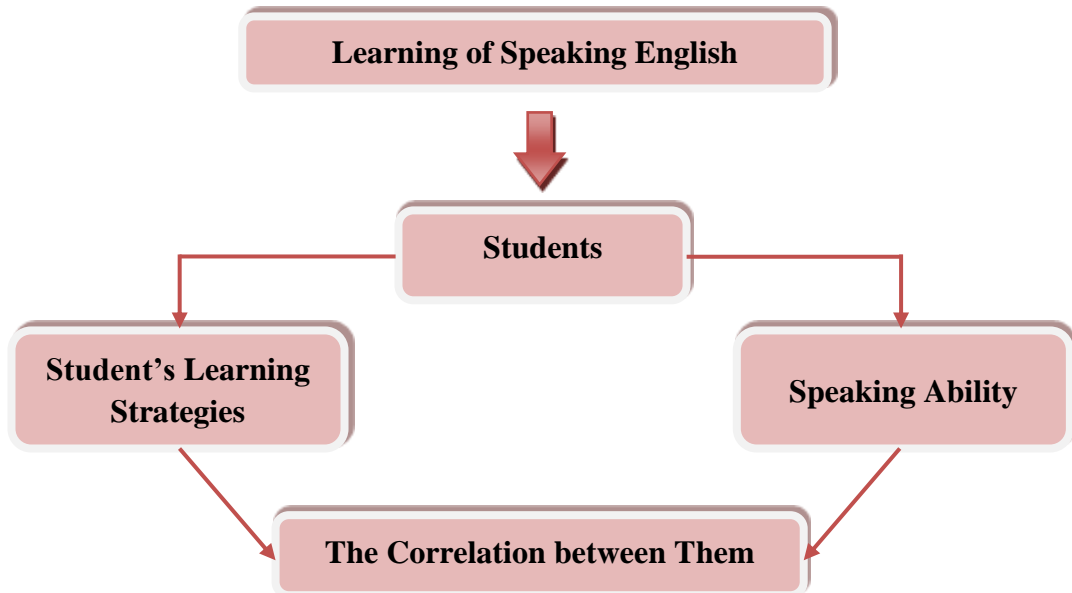


Figure 2.1 Conceptual Framework

The process of the research was illustrated by diagram above. The first, the research started by observing the teaching and learning process of speaking English in one class of twelfth grades students in SMA Negeri 10 Gowa. This research applied a purposive sampling technique.

The second, the researcher collected information about the students' learning strategies by giving questionnaire. The researcher distributed the questionnaire to all students which the students responded to each item of questions by marking the answer. So the researcher knew what strategies were used by the students in learning speaking.

Then, to measure the result of students' speaking ability the researcher did speaking test. After that, the researcher calculated the students' score in

learning strategies questionnaire and speaking test. Finally, the researcher found out the correlation between students' learning strategies and their speaking ability.

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. Null Hypothesis (H_0): There is no significant correlation between students' learning strategies and their speaking ability.
2. Alternative Hypothesis (H_1): There is a significant correlation between students' learning strategies and their speaking ability.

CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher conducted quantitative method. The kind of the research was categorized as a correlational research. The correlation research was used to determine the degree of relationship between two variables; in this research those variables are students' learning strategies and students' speaking skill.

B. Variables of the Research

This research consisted of two variables, independent and dependent variable. The characters found in this research were:

1. Students' Learning Strategies as Independent Variable or X
2. Speaking Ability as Dependent Variable as Y

This research tried to figure out the correlation between students' learning strategies as independent variable and their speaking ability as the dependent variable.

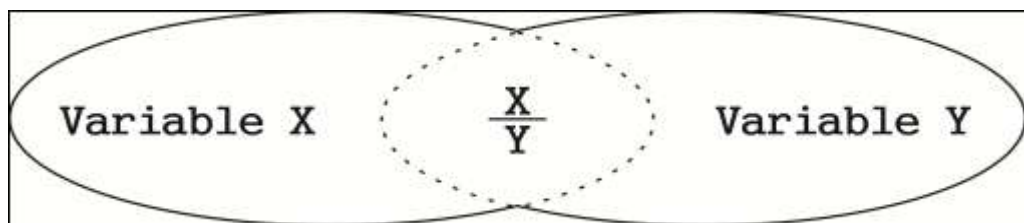


Figure 3.1 Variables of the Research

C. Population and Sample

a. Population

The research was conducted in SMA Negeri 10 Gowa. The population of the research was all of the twelfth grades of students in the academic year of 2018/2019. It consisted of 7 classes they were XII MIA 1, XII MIA 2, XII MIA 3, XII MIA 4, XII IIS 1, XII IIS 2 and XII IBB. The number of population was 183 students.

b. Sample

The researcher applied Purposive Sampling Technique. The sample had taken one class it was XII IBB (*Ilmu Bahasa dan Budaya*). The certain reason to take this class as a sample because on this level the students were categorized as low in English especially speaking ability in term of pronunciation, vocabulary and fluency. The number of the sample were 21 students which consisted of 11 males and 10 females and they were representative enough to be the sample of this research.

D. Instrument of Research

In collecting the data, there were two instruments in this research. They were questionnaire and speaking test.

1. Questionnaire

Questionnaire was used to find out the language learning strategies used by students of SMA Negeri 10 Gowa in speaking ability. The questionnaire used in this research was adapted from the Strategy Inventory for Language Learning (SILL), version 7.0 designed by Oxford

(1990). This version was designed to assess the frequency of strategy use by non-native speakers. In the SILL version, there were fifty questions fell into 6 parts of learning strategy. Each part had several questions and the students had to answer by marking a five point scale responses: 1 = never or almost never, 2 = usually not, 3 = sometimes, 4 = usually, 5 = always or almost always.

2. Speaking Test

Speaking test was used to know the score of the students' speaking ability. In this case, the students had done oral presentation. In conducting the test, the researcher provided five topics in descriptive text. The topics were: My Favorite Actor/Actress, My Family, My Favorite Football Player, Pet and A Favorite Place. The instrument of speaking ability test was adopted the model of the instrument that developed by Harmer which consisted of three aspects, namely pronunciation, vocabulary, and fluency.

In speaking test, the researcher used voice recorder. It was used to record the students' speaking performance. It helped the researcher to assess the speaking ability of the students.

E. Technique of Collecting Data

In conducting this research, the researcher did three phases of collecting data as follow:

1. Questionnaire

The first phase was questionnaire to find out the learning strategies used by students of SMA Negeri 10 Gowa in their speaking ability. The

questionnaire was adapted from Strategy Inventory for Language Learning (SILL), version 7.0 designed by Oxford. There were 50 questions fell into 6 parts of learning strategy and they were originally in English. The questionnaires distributed to all students and they responded to the items by marking the answer. Before the questionnaire was used, it was translated into Indonesian. It was intended that the students truly understand the contents of the questionnaire.

2. Speaking Test

The second phase was speaking test. The researcher measured the result of the students' speaking ability by giving oral presentation test. The researcher gave 5 topics in descriptive text. The students chose one of the topic and they spoke in front of the class. The students' speaking performance was recorded by using voice recorder.

3. Analyzing Document

The document was the score of the students in questionnaire and speaking test. The data from the document was used to find out the correlation between students' learning strategies and their speaking ability.

F. Validity and Reliability

In this research, the validity and reliability analysis of questionnaire used SPSS version 16.0. The criterion of the valid test is coefficient correlation (r_{xy}) is higher or same with the r table idest 0.433 while reliable test is *Alpha* is higher or same with the r table idest 0.433.

Based on the analysis, all of the six items of learning strategies questionnaire were valid because the scores were higher than r table. Furthermore, the *Cronbach's alpha* score was higher than r table idest with the score as 0.902. (See the Appendix C). It can be concluded that the items of the questionnaire were valid and reliable.

G. Technique of Data Analysis

After collecting the data, the researcher analyzed the data to find out the correlation between students' learning strategies and their speaking ability.

1. Interpretation of Students' Learning Strategies

In classifying the students' learning strategies, there were five classifications that were used. It was showed in the following table:

Table 3.1 Interpretation of Students' Learning Strategies

Interpretation 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

(Oxford in Ismail, 2018)

2. Rubric of Speaking Assessment

In this research, the researcher only chose three of six components of speaking ability. They were pronunciation, vocabulary and fluency. The procedure of assessing students' speaking ability based on pronunciation, vocabulary and fluency was made by Harmer. It was showed in the following table:

Table 3.2 Scoring Guide for Speaking Test

Indicators	Classification	Score	Criteria
Pronunciation	Excellent	96-100	They speak very understandable and high of pronunciation.
	Very good	86-95	They speak very understandable and very good of pronunciation.
	Good	76-85	They speak effectively and good of pronunciation.
	Fairly good	66-75	They speak sometimes hasty but fairly good of pronunciation.
	Fair	56-65	They speak sometimes hasty, fair of pronunciation.
	Poor	36-55	They speak hasty and more sentences are not appropriate in pronunciation.
	Very poor	0-35	They speak very hasty and more sentences are not appropriate in pronunciation and little or no communication.
Vocabulary	Excellent	96-100	They speak effectively and excellent of using vocabulary.
	Very good	86-95	They speak effectively and very good of using vocabulary.
	Good	76-85	They speak effectively and good of using vocabulary.
	Fairly good	66-75	They speak sometimes hasty but fairly good of using vocabulary.
	Fair	56-65	They speak sometimes hasty, fair of using vocabulary.
	Poor	36-55	They speak hasty and more sentences are not appropriate using vocabulary.
	Very poor	0-35	They speak very hasty and more sentences are not appropriate using vocabulary and little or no

			communication.
Fluency	Excellent	96-100	They speak very understandable and high of smoothness.
	Very good	86-95	They speak very understandable and very good of smoothness.
	Good	76-85	They speak very understandable and good of smoothness.
	Fairly good	66-75	They speak sometimes hasty but fairly good of smoothness.
	Fair	56-65	They speak sometimes hasty, fair of smoothness.
	Poor	36-55	They speak hasty and more sentences are not appropriate in smoothness.
	Very poor	0-35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

(Harmer in Sartika, 2015)

3. Calculating the Mean Score

The English composition speaking test gained by using the following formula:

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

(Gay in Ramadhani, 2016)

Notation:

\bar{X} : Mean score

$\sum \bar{X}$: The sum of sub total

N : The total number of respondents.

4. Calculating the Percentage of the Students' Score

$$\text{Percentage} = \frac{F}{N} \times 100$$

(Gay in Ramadhani, 2016)

Where:

P : Percentage

F : Frequency

N : Number of subject

5. Calculating the Correlation

To know degree of correlation between students' learning strategies and their speaking ability, the formula of parson product moment was used as follow:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

(Ismail, 2017)

Notation:

r_{xy} : Coefficient variable between variable X and Y

$\sum x$: The sum of X score

$\sum y$: The sum of Y score

$\sum xy$: The sum of product paved x and y

$\sum x^2$: The sum of square in x

$\sum y^2$: The sum of square in y

To interpret the result of the correlation analysis, the researcher used the r table value as follows:

Table 3.3 Interpretation of r Value

The Score of “r” Product Moment (r_{xy})	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	High
0.80 – 1.000	Very High

(Sugiyono, 2011)

To find out whether the correlation between the two variables of this research was significant or not, the r analysis was compared with the r table as follows:

If $r_{xy} > r$ table analysis, the correlation is positive

If $r_{xy} < r$ table analysis, the correlation is negative

If $r_{xy} = r$ table analysis, the correlation is zero

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter concerned with the data analysis of the research and the discussion, the finding of the research cover the learning strategies that used by students at twelfth grades of SMA Negeri 10 Gowa, the result of the data from personality test about students' learning strategies and speaking ability and correlation between them. The further explanation and interpretation was given in the discussion section.

A. Findings

The findings of this research dealt with the learning strategies used by the students, students' learning strategies score obtained from questionnaire, the students speaking ability score obtained through test and analysis correlation which were presented below:

1. The Learning Strategies Used by the Students in Learning Speaking

a. Students' Learning Strategies

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

Table 4.1 Six Categories of Learning Strategy Used by Students

No.	Learning Strategies	Mean Score
1.	Memory	3.43
2.	Cognitive	3.43
3.	Compensation	3.42
4.	Metacognitive	3.69
5.	Affective	3.56
6.	Social	3.48
Mean Score		3.50

As it can be seen from the table above, it presented the mean score of the six categories of students' learning strategies. Based on the data, Metacognitive Strategy was the most frequently used by the students with the mean score was 3.69 while Compensation Strategy was the least used by the students with the mean score was 3.42.

Table 4.2 Rate Percentage and Frequency of the Students' Learning Strategies

Score	Description	Classification	Frequency	Percentage
4.5 to 5.0	Always or almost always used	High	1	61.90%
3.5 to 4.4	Usually used		12	
2.5 to 3.4	Sometimes used	Medium	6	28.57%
1.5 to 2.4	Generally not used	Low	2	9.53%
1.0 to 1.4	Never or Almost never used		0	
Total			21	100%

The table above indicated that there were 2 (9.53%) students obtained low classification of using learning strategies, but

most of the students 13 (61.90%) obtained high score. Based on the strategies used, it was classified as high level where the mean score was 3.50. It meant that the students usually use the learning strategies. So, it can be stated that the students of SMA Negeri 10 Gowa had high level in the use of language learning strategies in speaking.

The chart data of the students' score of learning strategies were illustrated in Figure 4.1 below:

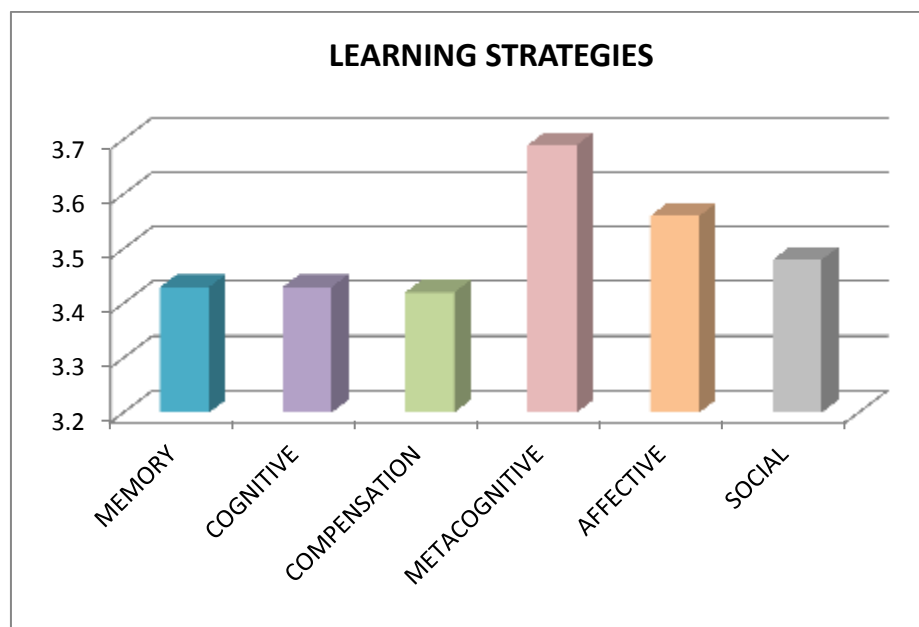


Figure 4.1 Students' Score in Term of Chart

According to the data from Table 4.1 and Figure 4.1, there were some distinct findings of strategy used among the students. The result found that learning strategies were used the most frequently by the students was Metacognitive Strategy with the mean score of 3.69.

The results of the data showed that the students were usually used all of the six categories of learning strategy.

Metacognitive Strategy (M = 3.69) was usually used by the students and followed by Affective Strategy (M = 3.56). Then there are Social Strategy (M = 3.48), Memory and Cognitive Strategies (M = 3.43) and Compensation Strategy (M = 3.42) that sometimes used by the students. There was not a big difference among the frequency of each strategy that the students use. Therefore, based on the first research question on Chapter I, the learning strategies used by the students in learning speaking at SMA Negeri 10 Gowa was all of the six categories of learning strategies by Oxford, such as Memory, Cognitive, Compensation, Metacognitive, Affective and Social Strategies but the most frequently used was Metacognitive Strategy.

b. Students' Speaking Score

For the speaking test, the 21 students were asked to choose one topic that the researcher was given before and talk about the topic in front of the class. The topics were about 5 topics in descriptive text, they were: My Favorite Actor/Actress, My Family, My Favorite Football Player, Pet and A Favorite Place. Based on Harmer in Sartika (2015), the researcher classified the scoring standard for the students' speaking ability. There were pronunciation, vocabulary and fluency.

Based on the result of the data analysis of the 21 students, it has found the data that 3 students got very good, 11 students got good, 5 students got fairly good, 1 student got fair and 1 student got low in

speaking ability. The mean score of the students' speaking test was showed in the following table:

Table 4.3 The Score of the Students' Speaking Test

Component of Speaking	Mean Score
Pronunciation	71.14
Vocabulary	80.14
Fluency	76.42
Mean Score	76.04

Based on the table above, the mean score of the students' pronunciation was 71.14, vocabulary was 80.14 and fluency was 76.42. The highest score was in the term of vocabulary while the lowest score was in the term of pronunciation. It meant that the students had very good in using vocabulary but had fairly good in pronunciation.

According to the data, the students' mean score in speaking ability was 76.04. It showed that the students of SMA Negeri 10 Gowa can be categorized as good in speaking ability

Table 4.4 Rate Percentage and Frequency of the Student Speaking Ability in the term of Pronunciation

Score	Classification	Frequency	Percentage
96-100	Excellent	-	-
86-95	Very good	-	-
76-85	Good	5	23.81%
66-75	Fairly good	10	47.62%
56-65	Fair	6	28.57%
36-55	Poor	-	-
0-35	Very poor	-	-
Total		21	100%

Based on the rate percentage above, it was found that there were no students got excellent and very good, 5 students (23.81%) got good, 10 students (47.62%) got fairly good and 6 students (28.57%) got fair. The researcher concluded that most of students got fairly good in speaking ability in the term of pronunciation with the percentage of 47.62%.

Table 4.5 Rate Percentage and Frequency of the Student Speaking Ability in the term of Vocabulary

Score	Classification	Frequency	Percentage
96-100	Excellent	-	-
86-95	Very good	3	14.29%
76-85	Good	12	57.14%
66-75	Fairly good	5	23.81%
56-65	Fair	-	-
36-55	Poor	1	4.76%
0-35	Very poor	-	-
Total		21	100%

Based on the rate percentage above, it was found that there was no student got excellent, 3 students (14.29%) got very good, 12 students (57.14%) got good, 5 students (23.81%) got fairly good, there is no student got fair, 1 student (4.76%) got poor, and there was no student got very poor. The researcher concluded that most of students got good in speaking ability in the term of vocabulary with the percentage of 57.14%.

Table 4.6 Rate Percentage and Frequency of the Student Speaking Ability in the term of Fluency

Score	Classification	Frequency	Percentage
96-100	Excellent	-	-
86-95	Very good	3	14.29%
76-85	Good	9	42.86
66-75	Fairly good	6	28.57%
56-65	Fair	2	9.52%
36-55	Poor	1	4.76%
0-35	Very poor	-	-
Total		21	100%

Based on the rate percentage above, it was found that there was no student got excellent. There were 3 students (14.29%) got very good, 9 students (42.86%) got good, 6 students (28.57%) got fairly good, 2 students (9.52%) got fair, 1 student (4.76%) got poor and there was no student got very poor. Based on the explanation above, the researcher concluded that most of students got good in speaking ability in the term of fluency.

2. The Correlation between Students' Learning Strategies and Their Speaking Ability

In analyzing the data, the researcher treated the Learning Strategies of the student as variable (x) and the Speaking Ability as variable (y). It showed on the table below:

Table 4.7 Data Analysis Table

Variable	Score
Learning Strategies(x)	73.52
Speaking Ability(y)	1597
r_{xy}	0.87

The table above showed the data both of the learning strategies and speaking score. To know the degree of correlation between students' learning strategies and their speaking ability, the formula of parson product moment is used.

Based on the calculation of parson product moment (r_{xy}), the coefficient correlation between learning strategies and the students' speaking ability was 0.87. It meant that the h_0 was rejected and the h_1 was accepted, there was a significant correlation between students' learning strategies and their speaking ability.

To interpret the gravity of r_{xy} , the table of "r" product moment showed that the correlation value is on the very high, in which between 0.80 – 1.000. The table of "r" interpretation is such as follow:

Table 4.8 Pearson Correlation

The Score of "r" Product Moment (r_{xy})	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	High
0.80 – 1.000	Very High

Based on the data above, the researcher concluded that, the level correlation between students' learning strategies and their speaking ability was very high with the $r_{xy}= 0.87$; it meant that there was significant correlation between students' learning strategies and their speaking ability at SMA Negeri 10 Gowa.

3. Hypothesis Test

The result of statistical analysis at the level significance or alpha level (α) 5% showed that r_{xy} was higher than r table analysis 0.433. Based on the calculation, the coefficient correlation between learning strategies to the students' achievement was 0.87. The significance value was $0.87 > 0.43$. It meant that alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

The researcher concluded that there was significant correlation between students' learning strategies and their speaking ability. It meant that the students have to pay attention in their learning strategies, so the students will have good English speaking ability.

B. Discussion

This section discussed the result of the data analysis. It consisted of students' learning strategies, speaking ability and the correlation between learning strategies and speaking ability. The analysis based on the result of the learning strategies questionnaire and speaking test.

1. The Learning Strategies Used by the Students in Learning Speaking

Based on the students' answer, it showed that the number of students who used the strategy varied one to another. The result of questionnaire can be seen from statistical calculation of students learning strategies questionnaire. It showed that the mean score of Memory and Cognitive Strategies were 3.43, Compensation Strategy was 3.42, Metacognitive Strategy was 3.69, Affective Strategy was 3.56 and Social

Strategy was 3.48. It meant that Metacognitive Strategy was the most applied by the students in speaking ability.

Metacognitive Strategy include language learning through planning, organizing, monitoring and evaluating, which helps students to gain control over emotions and motivations related to language learning through self-monitoring. This finding was supported by Cabaysa and Baetiong (2010) that showed metacognitive strategy was used more often by high school students to improve their English speaking abilities. The students need to manage their learning processes and indicate that they were in control of focusing and evaluating their own learning behaviors in order to get good learning achievement. Metacognitive strategies lead the students to evaluate their performance so that they would know what and how to improve.

The second most frequently used strategy employed by the students was Affective Strategy with the mean score was 3.56. Learning through this strategy can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise. They include lowering anxiety, encouraging oneself and taking one's emotional temperature.

Social Strategy which ranked third ($M = 3.48$) that the students used in speaking showed a strong preference for learning with others by learning from the teacher or learn with another student and asking the other speaker to repeat and to speak slowly.

Memory and Cognitive Strategies was the strategies that sometimes used by the students. Both strategies had the same mean score, it was 3.43. Memory strategies include strategies like grouping or using imagery, they have a highly specific function in helping students store and retrieve information. Cognitive strategies such as summarizing or reasoning deductively, these enable students to understand and produce new language by many different means.

The last strategy was Compensation Strategy. The average use of compensation strategies (M=3.42) was the lowest among the six groups of strategies in this research. This strategy allow the students to use the language despite students' limitations in knowledge like in grammar and vocabulary meaning of new words, using a word or phrase that means the same thing they cannot think of a word, and making up new words if they do not know right ones in English in order to maintain good communication.

2. The Correlation between Students' Learning Strategies and Their Speaking Ability

The result showed that there is a significant correlation between students' learning strategies and speaking ability. The result of the students' learning strategies was classified as high level where the mean score was 3.50. It meant that the students usually use the learning strategies while the result of the students' speaking ability can be categorized as good with the mean score was 76.04. The correlation

between students' learning strategies and their speaking ability was very high with the $r_{xy} = 0.87$; it meant that there was significant correlation between students' learning strategies and their speaking ability. In other words, it can be said that the students who have many strategies in developing their speaking ability get good assessment scores in speaking test, meanwhile the students who have limited strategies in developing their speaking have low assessment scores.

This result of the data is supported by Hismanoglu (2000) who said that the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. The studies of Park (2010) indicated that there was a positive correlation between students' language proficiency and their strategy use. Another previous research, Juwita (2015) stated that learning strategies gave a significant correlation on students' speaking skill with $r = 0.952$. Learning strategies were used by the students to help them improve the effectiveness of students speaking performance.

From the findings above, it can be stated that learning strategies were important for the students to increase their speaking ability. It was relevant with Chamot (2004) said that learning strategy played an important role in effectiveness of helping less successful students to improve their speaking performance. Moreover, Saputra and Subekti (2017) found that the speaking learning strategies were likely to affect the assessment score of the students' speaking quality. If the students have

many speaking learning strategies to develop their speaking abilities, they will tend to have the high scores in speaking ability. Meanwhile, if the students have limited strategy to develop their speaking, they will tend to have low scores in speaking ability. Furthermore, the appropriate strategy which was applied by the students was believed to make them successful in learning speaking and supporting students' effort to learn speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, the conclusion based on the result and discussion and suggestion was made for further study.

A. Conclusion

Based on the result of the data analysis and discussion of questionnaire and speaking test, the researcher drew the following conclusions:

1. Learning strategies have an important role in the students' speaking achievement. The data showed that the students used all of the six categories of learning strategies by Oxford namely Memory, Cognitive, Compensation, Metacognitive, Affective and Social Strategies. Metacognitive Strategy was found as the most frequently used by the students with the mean score was 3.69, while the other strategies scores were Affective Strategy (M = 3.56), Social Strategy (M = 3.48), Memory and Cognitive Strategies (M = 3.43) and Compensation Strategy (M = 3.42).
2. There is a significant correlation between students' learning strategies and their speaking ability of the twelfth grade students of SMA Negeri 10 Gowa. The data showed that most of students got the high score of the use of learning strategies (M = 3.50) and got good score in speaking (M = 76.04). Therefore, the researcher summarized that learning strategies gave contribution and had high correlation to the speaking ability. Students who

had better balance in using all kinds of learning strategies (Memory, Cognitive, Compensation, Metacognitive, Affective, and Social) meant that they also got good score in speaking. The level correlation between students' learning strategies and their speaking ability was very high with the $r_{xy} = 0.87$; it meant that there was a significant correlation between students' learning strategies and their speaking ability.

B. Suggestion

Based on the result of the research above, the researcher offered some suggestions as follows:

1. For the teachers

The teachers should give more motivation to the students to use their learning strategies to improve their speaking ability by using appropriate method in teaching English.

2. For the students

The students have to aware of using learning strategies to help them overcome their limitations and problems in learning English especially in speaking ability.

3. For other researchers

This research was about learning strategies used by students in SMA Negeri 10 Gowa. The result of this research was expected as additional reference for the other researchers to make the better research about "The Correlation between Students' Learning Strategies and Their Speaking Ability".

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APPENDICES

APPENDIX A QUESTIONNAIRE

“STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)” Version 7.0 (ESL/EFL) Source: Oxford (1990)

Directions:

This form of the *Strategy Inventory for Language Learning (SILL)* is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the separate worksheet, write the response (1, 2, 3, 4, 5) 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

DIRECT STRATEGIES

Part A (Memory Strategies)

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B (Cognitive Strategies)

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C (Compensation Strategies)

24. To understand unfamiliar words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I don't know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

INDIRECT STRATEGIES

Part D (Metacognitive Strategies)

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

Part E (Affective Strategies)

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

Part F (Social Strategies)

45. If I don't understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)
Version 7.0 (ESL/EFL) Source: Oxford (1990)

Petunjuk:

Bentuk *Strategy Inventory for Language Learning (SILL)* ini diperuntukkan bagi siswa yang mempelajari bahasa Inggris sebagai bahasa kedua atau bahasa asing. Anda akan menemukan berbagai pernyataan tentang pembelajaran bahasa Inggris. Silahkan baca setiap pernyataan tersebut. Pada lembar kerja, beri tanda centang (✓) pada kolom (1, 2, 3, 4 atau 5) untuk menanggapi.

1. **TAK PERNAH**
2. **JARANG**
3. **KADANG-KADANG**
4. **SERING**
5. **SELALU**

A. DIRECT STRATEGIES

Part A
(Memory Strategies)

1. Saya menghubungkan apa yang saya tahu dan yang baru saya pelajari dalam bahasa Inggris.

2. Saya menggunakan kosakata baru dalam kalimat agar saya bisa mengingatnya.

3. Saya menghubungkan bunyi dan gambar untuk membantu saya mengingat sebuah kosakata baru dalam bahasa Inggris.

1 2 3 4 5

4. Saya menggambarkan sebuah situasi dalam penggunaa kosakata baru yang ingin saya ingat.

1 2 3 4 5

5. Saya menggunakan irama untuk mengingat kosakata baru

1 2 3 4 5

6. Saya menggunakan *flashcard* untuk mengingat kosakata baru.

1 2 3 4 5

7. Saya mempraktekan kosa kata baru dengan gerakan.

1 2 3 4 5

8. Saya sering mengulang-ulang pelajaran bahasa Inggris.

1 2 3 4 5

9. Saya mengingat kosakata baru dengan cara mengingat posisi mereka pada halaman buku, di papan, atau pada rambu-rambu jalan.

1 2 3 4 5

Part B
(Cognitive Strategies)

10. Saya mengucapkan dan menulis kosakata bahasa Inggris berulang-ulang.

1 2 3 4 5

11. Saya berusaha berbicara bahasa Inggris seperti penutur asli.

1 2 3 4 5

12. Saya berlatih pengucapan bahasa Inggris

1

2

3

4

5

13. Saya menggunakan kosakata bahasa Inggris yang saya tahu dengan cara yang berbeda.

1

2

3

4

5

14. Saya memulai percakapan menggunakan bahasa Inggris

1

2

3

4

5

15. Saya menonton acara TV dan film yang menggunakan bahasa Inggris.

1

2

3

4

5

16. Saya membaca tulisan bahasa Inggris sebagai hobi.

1

2

3

4

5

17. Saya menulis catatan, surat, pesan, dan laporan menggunakan bahasa Inggris.

1

2

3

4

5

18. Saya lebih dulu membaca sebuah bacaan bahasa Inggris secara sekilas dan cepat sebelumnya kembali membacanya pelan-pelan.

1

2

3

4

5

19. Saya mencari kata dalam bahasa saya yang memiliki arti yang sama dengan kosakata bahasa Inggris.

1

2

3

4

5

20. Saya berusaha menemukan pola dalam bahasa Inggris

1

2

3

4

5

21. Saya mencari tau arti sebuah kosakata dengan cara memecahnya kedalam beberapa bagian yang bisa saya pahami.

22. Saya menghindari mengartikan kata-per-kata.

23. Saya membuat kesimpulan dari informasi yang saya baca atau dengar dalam bahasa Inggris.

Part C
(Compensation Strategies)

24. Saya menebak untuk memahami kosakata yang sulit.

25. Saya menggunakan bahasa tubuh ketika saya tidak bisa mengingat kosakata dalam percakapan bahasa Inggris.

26. Saya membuat-buat kosakata baru jika saya tidak bisa mengingat kata yang sebenarnya.

27. Saya tidak mencari tahu arti setiap kosakata baru ketika saya membaca dalam bahasa Inggris..

28. Saya berusaha menebak apa yang akan dikatakan selanjutnya ketika seseorang berbicara bahasa Inggris.

29. Ketika saya tidak bisa mengingat kosakata bahasa Inggris, saya menggunakan kata atau frase lain yang artinya sama.

B. INDIRECT STRATEGIES

Part D (Metacognitive strategies)

30. Saya berusaha mencari kesempatan sebanyak-banyaknya untuk menggunakan bahasa Inggris.

31. Saya menyadari kesalahan saya ketika berbicara bahasa Inggris dan berusaha memperbaikinya dilain waktu.

32. Saya selalu memperhatikan seseorang yang sedang berbicara bahasa Inggris.

33. Saya berusaha mencari tahu bagaimana belajar bahasa Inggris yang lebih baik.

34. Saya menentukan jadwal agar bisa belajar bahasa Inggris.

35. Saya mencari teman berbicara bahasa Inggris.

36. Saya selalu berusaha mencari kesempatan sebanyak-banyaknya untuk membaca dalam bahasa Inggris.

37. Saya memiliki tujuan yang jelas untuk meningkatkan kemampuan bahasa Inggris saya.

38. Saya memikirkan perkembangan saya dalam menggunakan bahasa Inggris

Part E
(Affective strategies)

39. Saya tetap berusaha tenang saat takut menggunakan bahasa Inggris.

40. Saya tetap berusaha berbicara bahasa Inggris walaupun saya masih takut salah.

41. Saya memberi hadiah pada diri saya jika saya bisa menggunakan bahasa Inggris dengan baik.

42. saya menyadari bahwa saya merasa kaku atau grogi ketika menggunakan atau mempelajari bahasa Inggris.

43. Saya menuliskan perasaan saya ketika mempelajari sebuah bahasa ke dalam catatan harian saya.

44. Saya berbicara pada orang lain tentang bagaimana perasaan saya ketika belajar bahasa Inggris.

Part F
(Social strategies)

45. Jika saya tidak mengerti, saya meminta lawan bicara saya untuk berbicara pelan-pelan atau mengulanginya.

46. Ketika berbicara, saya meminta penutur bahasa Inggris untuk mengoreksi saya.

47. Saya berlatih berbicara bahasa Inggris dengan siswa lain.

48. Saya meminta bantuan dari penutur Bahasa Inggris.

49. Saya bertanya menggunakan Bahasa Inggris.

50. Saya berusaha mempelajari budaya penutur asli Bahasa Inggris

APPENDIX B
INSTRUMENT OF SPEAKING TEST

INSTRUCTION:

1. Please choose one of the topic about descriptive text below:
 - a. My favorite actor/actress
 - b. My family
 - c. My favorite football player
 - d. Pet
 - e. A favorite place
2. Describe the topic in front of the class.

APPENDIX C

THE RESULT OF VALIDITY AND RELIABILITY TEST

		Learning Strategies						Mean Score
		Part A	Part B	Part C	Part D	Part E	Part F	
Part A	Pearson Correlation	1	.425	.419	.728**	.590**	.636**	.783**
	Sig. (2-tailed)		.055	.059	.000	.005	.002	.000
	N	21	21	21	21	21	21	21
Part B	Pearson Correlation	.425	1	.816**	.681**	.699**	.651**	.819**
	Sig. (2-tailed)	.055		.000	.001	.000	.001	.000
	N	21	21	21	21	21	21	21
Part C	Pearson Correlation	.419	.816**	1	.639**	.528*	.665**	.771**
	Sig. (2-tailed)	.059	.000		.002	.014	.001	.000
	N	21	21	21	21	21	21	21
Part D	Pearson Correlation	.728**	.681**	.639**	1	.770**	.738**	.905**
	Sig. (2-tailed)	.000	.001	.002		.000	.000	.000
	N	21	21	21	21	21	21	21
Part E	Pearson Correlation	.590**	.699**	.528*	.770**	1	.660**	.855**
	Sig. (2-tailed)	.005	.000	.014	.000		.001	.000
	N	21	21	21	21	21	21	21
Part F	Pearson Correlation	.636**	.651**	.665**	.738**	.660**	1	.881**
	Sig. (2-tailed)	.002	.001	.001	.000	.001		.000
	N	21	21	21	21	21	21	21
Mean Score	Pearson Correlation	.783**	.819**	.771**	.905**	.855**	.881**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	21	21	21	21	21	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlation

Reliability Statistics

Cronbach's Alpha	N of Items
.902	6

APPENDIX D

STUDENTS' NAME OF CLASS XII IBB

NAME	SAMPLE
Amir Chan	S-1
Ardiyanti	S-2
Ariska Arief	S-3
Hamdana	S-4
Irmawati	S-5
Muh. Agiel Muksit Halimun	S-6
Muh. Ramadhan	S-7
Muh. Afrizal S.	S-8
Muh. Nursyam Rivai	S-9
Muh. Rafli Setiawan	S-10
Muh. Raihan Eka Mahy K	S-11
Muhammad Fadlan Muzakkir	S-12
Nova Fitriani	S-13
Nur Salim	S-14
Pahri	S-15
Sarmila S.	S-16
Sri Wahyuni	S-17
Tenriani	S-18
Tiara Ruspita Angriani A.	S-19
Ulul Fahri	S-20
Yanti Ramadanti	S-21

APPENDIX E

THE RESULT OF LEARNING STRATEGIES USED BY THE STUDENTS

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-1	5	5	2	4	4	5
	3	5	2	5	4	5
	5	5	3	5	5	2
	3	4	4	5	4	2
	5	2	3	3	3	2
	1	2	5	3	4	1
	5	3		3		
	5	3		3		
	4	3		4		
		3				
		3				
		3				
		2				
		2				
Score	36	45	19	35	24	17
Mean Score	4	3.21	3.16	3.88	4	2.83
	3.51					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-2	4	2	4	2	2	3
	2	3	3	3	2	3
	5	3	4	3	3	4
	3	2	4	3	4	3
	2	3	3	4	3	3
	2	4	2	3	2	2
	1	1		3		
	2	1		4		
	3	2		3		
		3				
		3				
		4				
		3				
		4				
Score	24	38	20	28	16	18
Mean Score	2.66	2.71	3.33	3.11	2.66	3
	2.91					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-Cognitive	Affective	Social
S-3	3	3	3	3	3	2
	3	4	4	3	4	3
	3	3	3	4	2	3
	4	3	4	3	4	3
	2	2	4	3	3	3
	3	4	3	3	3	3
	2	4		3		
	4	3		3		
	2	3		4		
		3				
		4				
		4				
		4				
		3				

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-4	5	4	5	4	4	4
	3	5	4	4	5	2
	3	5	4	4	2	4
	2	3	2	5	4	3
	3	3	4	3	4	3
	1	5	3	4	2	2
	4	3		4		
	5	4		5		
	3	3		4		
		4				
		3				
		4				
		2				
		4				

Score	26	47	21	29	18	17
Mean Score	2.88	3.35	3.5	3.22	3	2.83
	3.13					

Score	29	52	22	37	21	19
Mean Score	3.22	3.71	3.66	4.11	3.5	3.16
	3.56					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-5	2	2	3	3	3	2
	3	3	3	3	3	3
	2	2	2	4	2	2
	1	3	3	3	4	2
	2	2	3	2	1	3
	1	3	2	3	1	3
	2	2		3		
	3	3		3		
	2	3		2		
		2				
		2				
		3				
		2				
		3				
	Score	18	35	15	26	14
Mean Score	2	2.5	2.66	2.88	2.33	2.5
	2.47					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-Cognitive	Affective	Social
S-6	4	5	5	4	4	5
	5	5	5	5	5	5
	4	4	4	4	5	5
	3	4	5	5	5	5
	4	5	4	4	5	5
	4	4	4	4	5	5
	5	5		3		
	5	4		5		
	5	4		5		
		5				
		4				
		4				
		5				
		5				
	Score	39	63	26	39	29
Mean Score	4.33	4.5	4.33	4.33	4.83	5
	4.55					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-7	3	5	4	5	5	5
	3	5	4	5	5	5
	4	4	4	4	4	3
	3	4	2	4	5	3
	4	3	4	4	5	4
	1	3	4	3	4	4
	3	3		3		
	3	4		4		
	4	4		4		
		3				
		4				
		4				

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-8	5	5	2	4	4	5
	3	5	2	5	4	5
	5	5	3	5	5	2
	3	4	4	5	4	2
	5	2	3	3	3	3
	1	2	5	3	4	3
	5	3		3		
	5	3		3		
	4	3		4		
		5				
		4				
		3				

		3				
		4				
Score	27	53	22	36	28	24
Mean Score	3	3.78	3.66	4	4.66	4
	3.85					

		3				
		2				
Score	36	49	19	35	24	20
Mean Score	4	3.5	3.16	3.88	4	3.33
	3.64					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-9	5	4	5	4	4	4
	3	5	4	4	5	2
	3	5	4	4	2	4
	2	3	2	5	4	4
	3	3	4	3	4	3
	1	5	4	4	2	3
	4	3		4		
	5	4		5		
	3	3		4		
		4				
		3				
		4				
		2				
		4				
Score	31	52	22	36	19	20
Mean Score	3.44	3.71	3.66	4	3.16	3.33
	3.55					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-10	3	5	5	4	4	5
	3	3	3	5	3	4
	4	4	4	5	4	2
	3	4	4	4	3	5
	4	2	3	3	3	5
	1	5	3	4	4	3
	3	4		3		
	3	3		4		
	4	3		5		
		4				
		4				
		3				
		5				
		4				
Score	28	53	22	37	21	24
Mean Score	3.11	3.78	3.66	4.11	3.5	4
	3.69					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-11	3	4	3	3	3	3
	4	5	4	3	4	5
	2	5	2	4	4	4
	3	3	5	4	3	4
	4	4	2	3	4	2
	2	3	4	2	2	3
	3	2		5		
	4	4		3		

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-12	4	5	4	5	5	5
	3	5	4	5	5	5
	4	4	4	4	4	5
	3	4	2	5	5	5
	5	3	4	4	5	4
	3	3	4	3	4	4
	3	3		3		
	3	4		4		

	3	4		2		
		5				
		3				
		4				
		5				
		4				
Score	28	55	20	29	20	21
Mean Score	3.11	3.92	3.33	3.22	3.33	3.5
	3.40					

	4	4		4		
		3				
		4				
		4				
		3				
		4				
Score	32	53	22	37	28	28
Mean Score	3.55	3.78	3.66	4.11	4.66	4.66
	4.07					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-13	4	3	5	4	3	5
	4	5	5	4	4	3
	5	4	4	4	4	3
	5	5	3	4	5	5
	4	3	3	3	3	5
	5	3	4	3	1	3
	5	3		3		
	3	2		4		
	3	3		4		
		4				
		2				
		4				
		4				
		3				
Score	38	48	24	33		24
Mean Score	4.22	3.42	4	3.66	3.33	4
	3.77					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-14	5	4	4	3	4	4
	3	3	4	4	5	2
	3	5	3	3	2	4
	2	3	4	4	4	5
	3	3	3	2	4	2
	1	5	2	4	2	2
	4	3		4		
	5	2		5		
	3	3		3		
		4				
		3				
		5				
		2				
		5				
Score	29	50	20	32	21	18
Mean Score	3.22	3.57	3.33	3.55	3.5	3
	3.36					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-15	5	5	4	3	3	5
	5	5	2	4	4	4
	5	4	4	5	4	5
	5	3	3	5	4	3

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-16	5	5	2	4	4	5
	3	5	2	5	4	5
	5	5	3	5	5	2
	3	4	4	5	4	2

	3	3	4	3	2	4
	3	3	4	4	4	5
	5	3		3		
	4	2		5		
	4	3		5		
		3				
		4				
		4				
		3				
		3				
Score	39	48	21	37	21	26
Mean Score	4.33	3.42	3.5	4.11	3.5	4.33
	3.86					

	5	2	3	3	3	2
	1	2	5	3	4	1
	5	3		3		
	5	3		3		
	4	3		4		
		3				
		3				
		3				
		2				
		2				
Score	36	45	19	35	24	17
Mean Score	4	3.21	3.16	3.88	4	2.83
	3.51					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-17	2	3	3	2	4	2
	3	4	3	2	4	1
	3	4	2	3	2	3
	3	3	3	2	2	3
	2	3	3	3	1	2
	1	2	2	3	2	2
	2	2		2		
	3	1		3		
	3	3		2		
		3				
		2				
		2				
		3				
		3				
Score	22	38	16	22	15	13
Mean Score	2.44	2.71	2.66	2.44	2.5	2.16
	2.48					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-18	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				
Score	36	41	17	34	22	24
Mean Score	4	2.92	2.83	3.77	3.66	4
	3.53					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-19	5	4	4	3	4	4
	3	3	5	4	5	3
	3	5	3	3	2	4
	2	3	4	4	4	5
	3	3	4	2	4	2
	1	5	2	4	2	2
	4	3		4		
	5	2		5		
	3	3		3		
		4				
		3				
		5				
		2				
		5				
Score	29	50	22	32	21	19
Mean Score	3.22	3.57	3.66	3.55	3.5	3.16
	3.44					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-20	3	2	3	3	4	4
	4	4	3	5	5	3
	3	4	3	4	3	3
	3	3	4	5	5	4
	2	2	4	3	3	3
	3	4	4	2	2	2
	2	3		3		
	4	4		4		
	3	4		4		
		3				
		4				
		3				
		3				
		4				
Score	27	47	21	33	22	19
Mean Score	3	3.35	3.5	3.66	3.66	3.16
	3.38					

No.	Learning Strategies					
	Memory	Cognitive	Compensation	Meta-cognitive	Affective	Social
S-21	5	5	4	3	3	5
	5	5	2	4	4	4
	5	4	4	5	4	5
	5	3	3	5	4	3
	3	3	4	3	2	4
	3	3	4	4	4	5
	5	3		3		
	4	2		5		
	4	3		5		
		3				
		4				
		4				
		3				
		3				
Score	39	48	21	37	21	26
Mean Score	4.33	3.42	3.5	4.11	3.5	4.33
	3.86					

APPENDIX F

THE SIX CATEGORIES OF LEARNING STRATEGY USED BY THE STUDENTS

Sample	Learning Strategies						Mean Score	Interpretation
	Memory	Cognitive	Compensation	Meta-Cognitive	Affective	Social		
S-1	4	3.21	3.16	3.88	4	2.83	3.51	High
S-2	2.66	2.71	3.33	3.11	2.66	3	2.91	Medium
S-3	2.88	3.35	3.5	3.22	3	2.83	3.13	Medium
S-4	3.22	3.71	3.66	4.11	3.5	3.16	3.56	High
S-5	2	2.5	2.66	2.88	2.33	2.5	2.47	Low
S-6	4.33	4.5	4.33	4.33	4.83	5	4.55	High
S-7	3	3.78	3.66	4	4.66	4	3.85	High
S-8	4	3.5	3.16	3.88	4	3.33	3.64	High
S-9	3.44	3.71	3.66	4	3.16	3.33	3.55	High
S-10	3.11	3.78	3.66	4.11	3.5	4	3.69	High
S-11	3.11	3.92	3.33	3.22	3.33	3.5	3.40	Medium
S-12	3.55	3.78	3.66	4.11	4.66	4.66	4.07	High
S-13	4.22	3.42	4	3.66	3.33	4	3.77	High
S-14	3.22	3.57	3.33	3.55	3.5	3	3.36	Medium
S-15	4.33	3.42	3.5	4.11	3.5	4.33	3.86	High
S-16	4	3.21	3.16	3.88	4	2.83	3.51	High
S-17	2.44	2.71	2.66	2.44	2.5	2.16	2.48	Low
S-18	4	2.92	2.83	3.77	3.66	4	3.53	High
S-19	3.22	3.57	3.66	3.55	3.5	3.16	3.44	Medium
S-20	3	3.35	3.5	3.66	3.66	3.16	3.38	Medium
S-21	4.33	3.42	3.5	4.11	3.5	4.33	3.86	High
Total Score	72.06	72.04	71.91	77.58	74.78	73.11	73.52	
Mean Score	3.43	3.43	3.42	3.69	3.56	3.48	3.50	High

APPENDIX G
THE SCORE OF THE STUDENTS' SPEAKING TEST

Sample	Pronunciation	Classification	Vocabulary	Classification	Fluency	Classification
S-1	78	Good	80	Good	76	Good
S-2	65	Fair	80	Good	65	Fair
S-3	65	Fair	70	Fairly Good	75	Fairly Good
S-4	73	Fairly Good	85	Good	70	Fairly Good
S-5	60	Fair	50	Poor	55	Poor
S-6	85	Good	95	Very Good	90	Very Good
S-7	80	Good	83	Good	80	Good
S-8	70	Fairly Good	85	Good	85	Good
S-9	73	Fairly Good	85	Good	73	Fairly Good
S-10	70	Fairly Good	85	Good	79	Good
S-11	80	Good	90	Very Good	88	Very Good
S-12	80	Good	88	Very Good	90	Very Good
S-13	70	Fairly Good	75	Fairly Good	83	Good
S-14	65	Fair	66	Fairly Good	70	Fairly Good
S-15	70	Fairly Good	85	Good	76	Good
S-16	70	Fairly Good	85	Good	85	Good
S-17	60	Fair	75	Fairly Good	60	Fair
S-18	70	Fairly Good	85	Good	85	Good
S-19	65	Fair	81	Good	70	Fairly Good
S-20	70	Fairly Good	70	Fairly Good	76	Good
S-21	75	Fairly Good	85	Good	74	Fairly Good
Total Score	1494		1683		1605	
Mean Score	71.14		80.14		76.42	

APPENDIX H

THE RESULT OF STUDENTS' SCORE IN LEARNING STRATEGIES AND SPEAKING ABILITY

SAMPLE	X	Y	X²	Y²	XY
S-1	3.51	78	12.32	6084	273.78
S-2	2.91	70	8.46	4900	203.7
S-3	3.13	70	9.79	4900	219.1
S-4	3.56	76	12.67	5776	270.56
S-5	2.47	55	6.10	3025	135.85
S-6	4.55	90	20.70	8100	409.5
S-7	3.85	81	14.82	6561	311.85
S-8	3.64	80	13.24	6400	291.2
S-9	3.55	77	12.60	5929	273.35
S-10	3.69	78	13.61	6084	287.82
S-11	3.40	86	11.56	7396	292.4
S-12	4.07	86	16.56	7396	350.02
S-13	3.77	76	14.21	5776	286.52
S-14	3.36	70	11.28	4900	235.2
S-15	3.86	77	14.89	5929	297.22
S-16	3.51	80	12.32	6400	280.8
S-17	2.48	65	6.15	4225	161.2
S-18	3.53	80	12.46	6400	282.4
S-19	3.44	72	11.83	5184	247.68
S-20	3.38	72	11.42	5184	243.36
S-21	3.86	78	14.89	6084	301.08
N=21	∑X=73.52	∑Y=1597	∑X²=261.88	∑Y²=122633	∑XY=5654.59

**APPENDIX I
DATA ANALYSIS**

The Value of r_{xy}

$$N = 21$$

$$\Sigma = 73.52$$

$$\Sigma y = 1597$$

$$\Sigma x^2 = 261.88$$

$$\Sigma y^2 = 122633$$

$$\Sigma xy = 5654.59$$

$$\begin{aligned} r_{xy} &= \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}} \\ &= \frac{21(5654.59) - (73.52)(1597)}{\sqrt{[21 \cdot 261.88 - (73.52)^2][21 \cdot 122633 - (1597)^2]}} \\ &= \frac{118746.39 - 117411.44}{\sqrt{[5499.48 - 5405.19][2575293 - 2550409]}} \\ &= \frac{1334.95}{\sqrt{[94.29][24884]}} \\ &= \frac{1334.95}{\sqrt{2346312.36}} \end{aligned}$$

APPENDIX J
TABLE OF r PRODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan	
	5 %	1 %		5 %	1 %
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.423	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.270
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

(Sugiyono, 2011)

APPENDIX K DOCUMENTATION

- Students' Speaking Performance



- The Students of XII IBB



CURRICULUM VITAE



MUSYARAFAH was born in Ujung Pandang, January 12, 1996. Her father's name is Drs. Baharuddin and her mother's name is Juriana, B.ac. She is the third child of 4 brothers. She began her elementary school at SDN 1 Rate-Rate in East Kolaka Regency. She studied there for 4 years then continued her study at SD Inpres Biringkaloro, Gowa Regency and graduated in 2008, she continued her study at Islamic Boarding School of Sultan Hasanuddin and graduated in 2011. After finishing her study in junior high school, she continued her study at SMAN 1 Sungguminasa and graduated in 2014. In the same year 2014, she was registered as a student of English Education Department of Makassar Muhammadiyah University on strata one programme.