STUDENTS LEARNING STRATEGIES AND THEIR ENGLISH ACHIEVEMENT IN SPEAKING (A STUDY AT ENGLISH DEPARTEMENT STUDENTS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR)

(*Descriptive Qualitative Research*)

THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfilment of the Requirement for the Degree of Education in English Department

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ii

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MOTTO

Responsibility
Is
The Key

I can finished this thesis
Because of Allah,
My beloved parents,
and all my friends
Thank you for Everything

ABSTRACT

Afdhal Mubarak. Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students Muhammadiyah University of Makassar) Supervisor by Hj. Andi Tenri Ampa and Hj. Ilmiah

The aimed of the research was to know learning strategies were used by students of the English Department in learning in speaking at Muhammadiyah University of Makassar and to know how the student's achievement in speaking based on their strategies. Total of samples was 63 students, the researcher used questionnaire to collect the data. In collecting the data, the researcher distributed the questionnaire to students in English department students at Muhammadiyah University of Makassar. The questionnaire consists of 50 statements.

The results of research were from the memory strategy used by students was 9 students, The cognitive strategy used by students was 20 students, The compensation strategy used by students was 7 students, The metacognitive strategy used by students was 11 students, The affective strategy used by students was 8 students, The social strategy used by students was 3 students and then there was an additional combination of the two learning strategies memory cognitive and social affective.

The conclusion from the research was most of the students who got low English achievement also use cognitive strategies in learning. It means that these students have a problem in monitoring their learning. They were evaluated the self that made them traumatic and afraid of making a mistake in learning. It because of their low participation in the classroom and lose their chance to practice their English. Moreover, because of their low achievement in speaking. Language learning strategies of their students and help them balance the strategies used by the students based on the student's needs and preferences.

Keywords: Students Learning Strategies, English Achievement

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Makassar,   Agustus 2019

Afdhal Mubarak

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIX

APPENDIX

CHAPTER I

INTRODUCTION

A. Background

Good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. They attend to both the meaning and the form of their message. They also practice and monitor their own speech as well as the speech of others.

English is an international language and is used to communicate between countries. Consequently, English becomes the second language that is learned in the school. Learning a second language is not easy for students because they learn about something that they never know before. The students not only study about reading and memorizing some vocabularies but also study about grammatical competence, cultural differences and socio linguistic features. Therefore, the students need a particular strategy in learning to help them gain the knowledge and skills. Bjorklund 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 learn.

So, learning strategy is needed to make learning easier, faster, more enjoyable and more effective. Brown 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. These strategies used by the students during learning second language.

Furthermore, students who learn second language have different needs because of their differences in cultural background, age and previous education. This condition makes the students in one class have different learning strategies. Indeed, the students in the class can be gifted or talented students.

Gifted and talented children are now referred to as, "children who give evidence of high performance capability in areas such as intellectual,   creative, artistic (visual and performing arts), leadership capacity, or specific academic fields (reading, mathematics, science, social studies) and who require services or activities not ordinarily.

Then many have done this research but on the other hand, there is no previous research that discusses learning strategies at English Department, so the researcher interested in conducting the research at students English department by title "learning strategies their English achievement by the

students of English department students at Muhammadiyah university of Makassar". The researcher wants to know what kinds of the learning strategies that are used by the students that make them as a smart students. Furthermore, the researcher wants to conduct the research of English department students Muhammadiyah University of Makassar. Besides, so the researcher hopes that it can help her in the research. In addition, the researcher conducts this research at the second semester students.

B. Problem of Statement

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

1. What learning strategies are used by students of English Departement in learning at Muhammadiyah University of Makassar?
2. How is the student's achievement in speaking based on their strategy?

C. Objective of the Research

1. To know learning strategies are used by students of English Department in learning at Muhammadiyah University of Makassar
2. To know How is the student's achievement in speaking based on the strategy

D. Significance of the Research

By knowing the result of this research, the researcher expects that this research can give contribution for both teachers and students.

The benefit for the students:

1. Give contribution for students in elaborating better learning strategies.

2. Give contribution for students to choose the learning strategy that is suitable for them so that they can understand the lesson easier and enjoy the lesson.

3. Give the description how the way the students of English Department so the other students might imitate it.

The benefit for the teacher, especially for teacher of Muhammadiyah university of Makasar

1. By knowing the learning strategies 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.

2. To know the ability of student in the English department students, and they knowing the skill of student then develop that skill in the campus organization. So the teacher easier to teach the student.

E. Scope of the Research

The researcher focuses in learning strategies used by the students of the third semester in learning English and achievement in speaking at Muhammadiyah University of Makassar

This strategies have more indicator at every strategies to make it easier for the student to answer the question.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Speaking

This section will discuss about theories of speaking ability, including: (1) The definition of speaking, (2) The importance of speaking, (3) Speaking Competence, (4) The Characteristics of the Success in Speaking.

1. Definition of Speaking

Speaking is one of two productive skills in a language teaching. Nunan (2003:48) defines that speaking consists of producing systematic verbal utterances to convey meaning.

To know deeper what speaking is, Nunan (2003:48) differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. By speaking activity, orator or speaker have to pay attention of planning and editing by channel.

Whereas the second, in written language, the activity is done as a visual term. The time for doing it, is permanent and it is delayed reception. The writer uses punctuation as well to make others clearer in vision or reading the meaning. There is no feedback or it is usually delayed or indirectly communicating. The planning is unlimited and there are often

editing and revision in any parts of the written language.

Based on the utterances above, Nunan (2003:48) concluded that the differences between spoken language and the written one as follow:

Spoken Language	Written Language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

2. The Importance of Speaking

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life.

Ramelan (1992:13) says that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus speaking

capability can be measured whether a foreign language learner in successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also we have to see from their competence in using the language.

3. Speaking Competence

Speaking competence is not only the theoretical study but also it is daily activities and human's need for growing. As according to Chomsky in Garnham (1985:23) said linguistic performance is the actual use of language in concrete situation. William O'Grady,et.al (1996:4) state that linguistic competence is the ability in producing and understanding an unlimited number of utterances.

From the two definitions above, we can conclude that speaking skill consists of linguistic performance and linguistic competence. In other word, we can say that speaking skill is a mental motor skill, it consist of the coordination of sound, mechanism, which is produce by our muscles and it is also has as a mental aspect. That is the ability in arranging the meaningful words and sounds. Tarigan (1990:15) says that speaking is the competence to express explain and convey thinking, feeling, and idea. Speaking ability means the ability to think.

Based on the explanation above, to measure the students' speaking ability, has five competences as follows:

a. Pronunciation

Hornby defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced (Hornby, 1974:669). It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

b. Grammar

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

c. Vocabulary

Hornby (1974:979) defines vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

d. Fluently

Hornby (1974:330) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

e. Self-Confidence

Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually

has a big confidence to express idea, suggestion or answer the question. He feels like that, so he thinks he knows what will he say and how to express.

4. The Characteristics of The Success in Speaking

According to Arthur (2003: 120), speaking for learner is not easy, at least four criterias should be covered by the learner in speaking activity, as follos as:

1) **Learner talks a lot**

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This way seems obviously but often must time is taken up by teachers talk.

2) **Participants is even**

Classroom discussion is not dominated by monitory of talkative participants, they get a chance to speak, and contribution is fairly and evenly distributed.

3) **Motivation is high**

Learners are able to speak because they are interested in the topic and have something new to say about it, or because they want contribution to achieve task objective.

4) **Language is an acceptable level**

Learner expresses themselves in utterance that is relevance easily comprehensible to each other, and acceptable.

B. Learning Strategies

This section discuss about language learning strategy which include: (1) The definition of learning strategies, (2) Classification of language learning strategies.

1. The Definition of Learning Strategies

There are many experts that give the definition of learning strategies. O"Malley and Chamot (1990:1) state that "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Oxford (1990:8) also points out learning strategies are specific actions taken by learners to help their own learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable.

White (1999) in Hurd & Lewis (2008:9) states that Learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task. Aside from that, Chamot (1987) in Macaro (2001:17) defines 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.

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

2. **Classification of Language Learning strategies**

Language learning strategies have been classified by many researchers; see for examples by Oxford, (1990) and O''Malley and Chamot, (1990). Oxford (1990:14-16) differentiates language learning strategies into six groups:

1) Memory strategies: strategies that help learners store and retrieve new information,

2) Cognitive strategies: strategies that enable learners to understand and produce new language by many different means,

3) Compensation strategies: strategies that aid learners in overcoming knowledge gaps and continuing to communicate authentically,

   4) Affective strategies: strategies that help develop self-confidence,

5) Metacognitive strategies: strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence, and

6) Social strategies: strategies that provide increased interaction and more empathetic understanding. She adds that all appropriate language learning strategies contribute to the main goal: becoming communicatively competent.

Figure 2.1 Diagram Learning Strategies

O''Malley and Chamot (1990:44-45) divide language learning strategies into three main subcategories, namely Meta-cognitive strategies, Cognitive strategies and Socio-affective strategies. First, meta-cognitive strategies refer to a term used in information-processing theory to indicate an "evecutive" function, that is, the strategies 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 meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. Second, cognitive strategies 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, inferencing are among the most important cognitive strategies. Third, socio affective strategies have to do with social mediating activities and interacting with others.

a. Metacognitive strategies

O'Malley and Chamot (1990:44-45) says that metacognitive strategies *are* higher order thinking skills that students use to manage their own language learning. Metacognitive strategies are the strategies which involve planning for learning, monitoring and evaluating learning after an activity is completed. Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way.

O'Malley and Chamot (1990:44-45) divided Metacognitive Strategies into three sets of strategies they are centering your learning, arranging and planning your learning, and evaluating your learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and valuation.

1) **Advance Organizers**

It is previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle. For example students review before they go into class.

2) **Directed Attention,**

It is deciding in advance to attend in general to a learning task and ignore irrelevant distractors.

3) **Functional Planning**

It is planning for and rehearsing linguistic components necessary to carry out an upcoming language task. For example, a student make summary of the materials to prepare the final exams.

4) **Selective Attention,**

It is deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the dialog.

5) **Self-Management**

Understanding the conditions that help students and arranging for the presence of those conditions. For example,

the students make a clam conditions when study in classroom or in outside of class.

6) Self-Monitoring

It is checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place. For example, the students ask to their friends to monitoring and correcting the wrong words when they memorize something.

7) Self-evaluation,

It is checking the outcomes of one's own language learning against a standard after it has been completed. For example, the students try to speak with foreign tourist to practice speaking skill.

Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. Metacognitive strategies encompass

a) paying attention;

b) delaying speech production to focus on listening;

c) organizing;

d) setting goals and objectives;

e) planning for language task;

f) self-monitoring;

g) and self-evaluating.

b) Cognitive strategies

Based on Alberta (2009: 47) cognitive language strategies include using different techniques for remembering new words and phrases,

deducing grammar rules, applying previously learners rule, guessing at the meaning of unknown words and using a variety of ways to organize new information and link the new information to previously learned language. Operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer (1986) suggest that these strategies can be subsumed under three broad groupings: rehearsal, organization, and elaboration processes Cognitive strategies may be limited in application to the specific type of task in the learning activity.

O'Malley and Chamot (1990:44-45) divided cognitive strategies into four sets are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sounds, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adult's learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also to make new expression.

Here is an example of a learner who practices with sounds of the words that have letters ought. The words through, though, tough, trough contain ought to sounds different. To understand them better the learners myay make own phonetic spelling: throo, thow, tuff, and troff.

1. **Resourcing Translation**

   It is using target language reference materials such as dictionaries, encyclopedia, or textbooks. This is the first language as base for understanding and/or producing the second language. For example students are searching new vocabulary in dictionary.

2. **Repetition**

   It is imitating a language model, including overt practice and silent rehearsal. For example, the students repeats the pronunciation until mastered.

3. **Grouping**

   It is classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words.

4. **Deduction**

   It is applying rules to understand or produce the second language or making up rules based on language analysis.

5. **Imagery**

   It is using visual images (either mental or actual) to understand or remember new information. For example, students use illustration that has relation with the topic in order to memorize more fast.

6. **Auditory representation**

   It is planning back in one's mind the sound of a word, phrase, or

longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.

7. Keyword method

It is remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language.for example, identifying a familiar words that students hear.

8. Elaboration

It is relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.For example, the students relating new information to other concepts in memory.

9. Transfer,

It is using previous linguistic knowledge or prior skills to assist comprehension or production. For example, if the student talking about something he/she already learn (in English), all he/she has to do is remember the information and try to put it into Indonesia.

10. Inferencing

It is using available information to guess meanings of new items, predict outcomes, or fill in missing information. For example, the students things of the whole meaning of the sentence, then meaning of new word.

11. Note taking

It is writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the students prepares book to catch the all materials while listening section.

12. Summarizing

It is Making a mental, oral, or written summary of new information gained through listening or reading.

13. Recombination

It is constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

14. Translation

It is using the first language as a base for understanding and/or producing the second language.

c) Social affective strategies

Represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. Based on Alberta (2009:47) social affective language learning are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitude to helps them learn the language.

Social affective strategies are very important in learning a language because language is used in communication and communication occurs between people. O' Malley and Chamot divided socio-affective strategies into three sets of strategies are; Asking question, Cooperating with others, and Empathizing with others.

1) **Cooperation**

It is working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. For example the students cooperate with their friends to make discussion to choose the suitable person.

2) **Questioning for clarification**

It is eliciting/asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. For example, the students ask the correct pronunciation to their friends or private teacher.

3) **Empathizing with others**

It means to put oneself in someone else situation to understand that person point of view. Learners can use social strategies to develop cultural understanding nad become aware of thoughts and feelings of others.

Based on the description above, affective strategies refer to how learners can lower their anxieties; control their motion and how they motivate their learning.

C. English Achievement

Understanding Learning. Learning activities is never separated from the activities of human life. Learning does not always have to be done in the school environment, but can be implemented anywhere, both within the family and society.

In formal education, the learning activities undertaken by students is that many of the main activities contributing to the success or failure in achieving educational goals. Learning is not a destination, but a process to achieve the goal. So learn the steps or procedures taken to achieve that goal.

From some understanding of the above can be seen that learning is a process attempts by individuals to acquire a new behavior changes as a whole as a result of the individual's own experience with the environment. Thus, it can be concluded that learning is a process of behavioral changes that occur in a person due to interaction with the environment a conscious, continuous, active, and directed that cause changes in knowledge.

According Suryabrata in the book Educational Psychology (1995: 249) argued about the characteristics of learning activities as follows:

According Tu'u (2004: 75) "Achievement is the result achieved by someone when doing tasks or certain activities". Subsequently according Arifin (1991: 3) "Achievement is defined as the ability, skills and attitude of a person in terms of getting things done."

While the study by Darsono (2000: 64) is "A behavior or activity in order to develop themselves, both in aspects of cognitive, psychomotor and attitude."

Furthermore, according to the dictionary pedagogic in Zainal Aqib (2002: 43) said that "Learning is trying to have the knowledge or skills.

As for the meaning of learning achievement was "The term that has been achieved as the business experienced by individuals directly and activities that aim to acquire knowledge, skills, intelligence, skill and forth in condition and circumstances" (MOEC, 1984: 298) . Meanwhile, according Tu'u (2004: 75) academic achievement is the "mastery of knowledge or skills developed by the subjects, usually indicated by test scores or the number value assigned by the teacher."

Thus, achievement is the result that has been achieved by learners in the learning process as indicated by test scores or the number of outcome evaluations conducted Oleg teachers. So the learning achievement of students focused on the value or number that reached students in the learning process at school. This value is mainly in terms of cognitive, because this aspect is often assessed by the teacher to know the mastery of knowledge is used as a measure of student learning achievement.

a. **Achievement Function**

According to Arifin (1991: 3), academic achievement has several functions, while functions are as follows:

1. As an indicator of the quality and quantity of knowledge students have mastered.

2. As a symbol of satisfying the desire to know.

3. As the material information in educational innovation.

4. As internal and external indicators of an educational institution.

5. Can be used as an indicator of absorptive protégé.

Based on the learning achievement, a teacher can find out whether students have mastered the subject matter or not. Student achievement in addition to functioning as an indicator of the success of certain programs, but also as an indicator of the quality of an educational institution.

b. Factors Influencing Learning Achievement

There are many factors that affect student achievement. As for the factors that affect student achievement by Suharsimi consist of: age, maturity, health, fatigue, mood, motivation, interests, study habits, family, school, society, nature, physical environment (1990: 21).

According to Syah (2003: 144) the factors that affect student achievement are: the soundness sense of hearing, eyesight, fatigue, intelligence, attitude of students, gifted students, students' interest, motivation of students, teachers, administrative staff, classmates, building school and its location, student residence and the location, learning tools, state of weather, used students' learning time, strategies and methods of student learning.

According Walgito (2004: 151) the factors that affect student achievement include: physical health, fatigue, motivation, interest, concentration, natural curiosity, self confidence, self discipline, intelligence, memory, place, learning equipment, atmosphere, time learning and social

Based on the above description, it is known that factors affecting student achievement can be grouped into internal factors and external factors

students. In more detail these factors can be described as follows:

1. Internal factors, is factors that originates from within self-esteem, which consists of:

a. Physiological aspects (physical nature),

such as: the soundness sense of hearing, eyesight, fatigue.

b. Psychological factors,

included into the psychological factors, among others, mood, motivation, interests and study habits, intelligence level, student attitudes, student aptitude, interests of students, discipline.

2. External factors, namely the factors originating from outside the self-esteem, which consists of:

a. The social environment,

which belong to the social environment, among others are teachers, administrative staff and classmates who can influence students' learning spirit, family and community.

b. Non-social environment,

which belong to the environment nonsocial both physical and non physical include a school building and its location, student residence and the location, learning tools, weather and time that used student learning.

Given the many factors that affect student achievement, so for this study to examine things more deeply, in this study the researcher will focus research on aspects of student discipline, the learning environment of students and teachers to teach variations.

In the process of learning a student, these factors are interrelated and influence each other, either directly or indirectly affect student achievement.

Based on the above description can be taken a conclusion that the factors that affect student achievement include: internal factors and external factors. Internal factors as the factors of the student and external factors as a factor in students from outside the self. Internal factors that affect student achievement one of them is a factor in student discipline learning and external factors affecting the learning achievement among other environmental factors to learn and also teach teachers variation factor in this case refers to the quality of teaching.
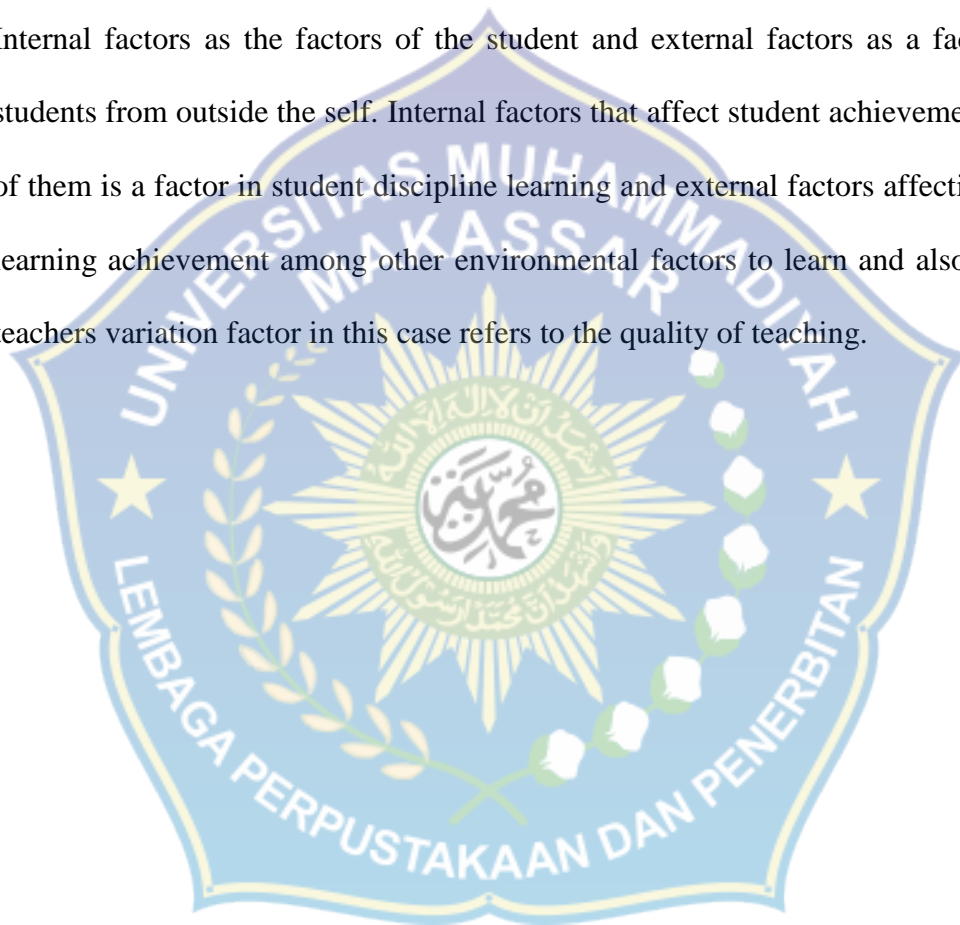
CHAPTER III

RESEARCH METHOD

A. Research Design

Based on title, the researcher choose descriptive method as design method. According to Sugiyono (2005), "The descriptive method is a method that is used to describe or analyze research results but is not used to make broader. Descriptive quantitative research is a study designed to obtain information concerning the phenomenon (Ary, 1985: 325). According to Moelong (2006:5) descriptive research is a method of research which trying to picture out and interprets the objects as in the fact. In this research descriptive research is conducted in the purpose to describe systematically about the fact and characteristics of the subject

The researcher uses descriptive design because is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible. Therefore, the appropriate design can be used in conducting this research is descriptive research

1. Population

The population in this research was the students of the third semester at Muhammadiyah University of Makassar in the academic year of 2018/2019 which consists of seven classes; those are IIIA, IIIB, IIIC, IIID, IIIE, IIIF, and IIIG. The total number of population is 219 students from seven classes. Because they had been learning about speaking 1 until speaking 3. So, the researcher concludes that they already has a sufficient knowledge about it.

2. Sample

In this research use accidental sampling. It select to the sample from the population. It was based on the consideration that the researcher took the subjects 25% from the total number of the population. So, the total of sample was 63 students.

B. Research Variables and Indicators

1. Research Variables

The research has two variables, namely Learning Strategies and English Achievement a study .

2. Indicator

Indicator this research is The students learning strategies and their English achievement a study at English department students of Muhammadiyah University of Makassar

C. Research Instrument

In this researcher use some technique collecting data in accordance with problem which is of course. The data collection techniques are:

1. Questionnaire.

According Sugiyono (2016: 199) Questionnaire is a technique of data collection by giving a set of questions or written statement to the respondent. The Research give questionnaire to students of English department stdents Muhammadiyah University of Makassar and English Achievement taken students result in speaking was given by the lecture

D. Data Collection Technique

1. Questionnaire

The researcher used questionnaire to collecting the data. In collecting the data, the researcher distribute the questionnaire to students in English department students Muhammadiyah University of Makassar. The questionnaire consists of 50 statements.

Table 3.1
Questionnaire about the learning strategies to English achievement.

No	Indicator	Statement Items	Items
1	Part A	9	1, 2, 3,4 ,5,6,7,8,9
2	Part B	14	10,11,12,13,14,15,16,17,18,19,20,21,22,23
3	Part C	6	24,25,26,27,28,29
4	Part D	9	30,31,32,33,34,35,36,37,38

5	Part E	6	39,40,41,42,43,44
6	Part F	6	45,46,47,48,49,50
	Total	50	

E. Data Analysis Technique

Data analysis according to Bogdan and Biklen in Moleong (2007: 3) is an effort made by working with data, organizing data, sorting it into units that can be managed, synthesizing it, finding and finding patterns, discovering what is important and what is being learned , and decide what can be told to others.

1. Questionnaire

Data analysis is the activity that is done after all the data are collecting. After the questionnaire about the learning strategies will a study at English department students is fully collected. The next stage is the researcher analyze the data about the learning strategies. After determine learning strategies use the students, the students' speaking score were collected from the teacher from the final examination of speaking

Table 3.2
Alternative Item Score Positive and Negative Answers

NO	Alternative Answer	Value
1	Always	5
2	Usually true of me	4
3	Somewhat true of me	3

4	Usually not true of me	2
5	Never	1
6	No Answer	0

To know the level of the about the learning strategies to English achievement a study at English department students, obtained in the following way:

1. Summing up all the scores for each respondents

2. Obtaining data from questionnaire presented with the following formula

Table 3.3 Classification of students score

No	Score	Classification
1	4 (A)	Excellent
2	3-3.9 (B)	Good
3	2-2.9 (C)	Averange
4	1 (D)	Low

$$P = \frac{F}{N} \times 100\%$$

Which,

P   : Percentage

F   : Frequency

N   : Number of Sample

100%   : Consonant of Value

(Sugiyono, 2014:136)

3. Calculate the mean score learning strategies and English achievement used

by the students

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

Which,

X   : Mean score

X   : The total row score

N   : The number of sample

(Gay in Syadaria (1981:298)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter present and discusses the finding of the research based on the data obtained during this research. Additionally, the writer discusses and explain about language learning strategy used by students of English Education Department in 3th semester specifically. But before it, the writer derived the data from the SILL questionnaire.

1. Strategies Used By The Students

The description of data taken from questionnaire is presented in the table which describes the number of the students used learning strategy below :

Table 4.1 Average Percentage of All Students Learning Strategies

Types of Strategy	Frequency	Percentage	Achievement in Speaking
Memory	9	14.2%	2.6 (C)
Cognitive	20	31.7%	3.3 (B)
Compensation	7	11.1%	3.1 (B)
Metacognitive	11	17.4%	3.7 (B)
Affective	8	12.6%	4 (A)
Social	3	4.7%	3.6 (B)
Memory Cognitive	2	3.1%	3.5 (B)
Social Affective	3	4.7%	2.7 (C)
Total	63	100%	

The questionnaire were administrated to 63 students of English Department that comes from 3th semester students. It as consisted of 50 statements that divided into 6 learning strategy category; which are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. Each number of questionnaires was written in Bahasa Indonesia to avoid any misinterpretation and to ease the respondents in completing the question the questionnaire. After obtaining data from the questionnaire, the data is calculated. The writer used questionnaire in order to collect the data of the SILL.

Frequency of Learning Strategies

- Memory
- Cognitive
- Compensation
- Metacognitive
- Affective
- Social
- Memory Cognitive
- Social Affective

3.10% 4.70% 4.70% 14.10% 12.60% 17.40% 31.70% 11.10%
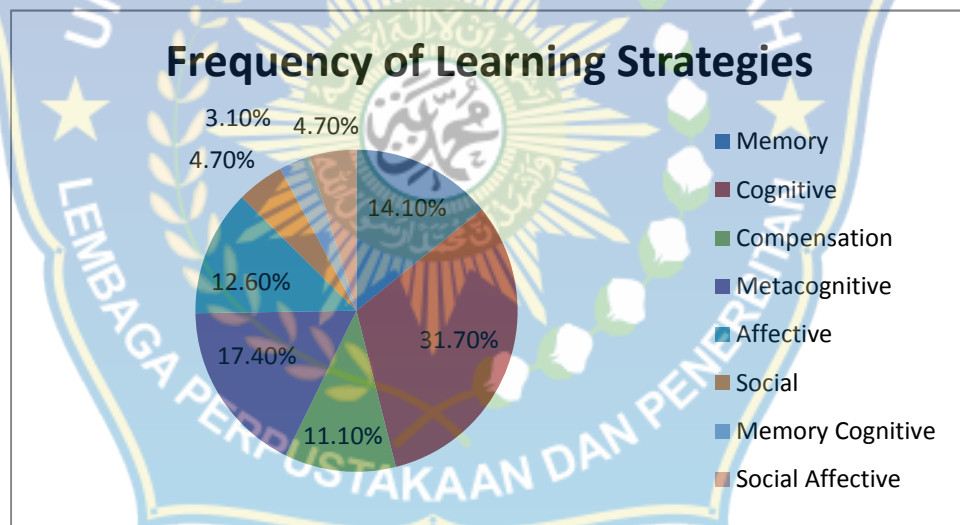
The following tables are the percentage for questionnaire results of English Department third semester

a. Memory Strategies

From the table 4.1 above, it is shows that are 9 of 63 students from the English Department Students used memory strategies in learning speaking, there percentage is 14.2% and achievement in speaking 2.6 is

33

categories C. As stated by Pawapatcharaudom (2017:16) some research shown that language students rarely use memory strategies even though these strategies can be powerful contributors to language learning. She believes that the students are unaware of how often they actually do employ memory strategies. However, it might be that students simply do not use memory strategies very much, especially elementary levels of language learning.

b. Cognitive Strategies

From the table 4.1 above, it is shows that are 20 of 63 students from the English Department Students used cognitive strategies in learning speaking, there percentage is 31.7% and achievement in speaking 3.3 is categories B. The high percentage of cognitive strategies may be caused the learners do realize the important of practice. As stated by Pawapatcharaudom (20017:15) language learners do not always realize how essential practice is. Potential practice opportunities are often missed during class because one person performs while the others sit a rest.

c. Compensation Strategies

From the table 4.1 above, it is shows that are 7 of 63 students from the English Department Students used compensation strategies in learning speaking, there percentage is 11.1% and achievement in speaking 3.1 is categories B. Through compensation strategies the learners can guess the meaning when they do not know new words and expression. Al Buainan (2010) states that compensation enable the students to make up for missing

knowledge in the process of comprehending or producing that target language.

d. Metacognitive Strategies

From the table 4.1 above, it is shows that are 11 of 63 students from the English Department Students used metacognitive strategies in learning speaking, there percentage is 17.4% and achievement in speaking 3.7 is categories B. 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.

e. Affective Strategies

From the table 4.1 above, it is shows that are 8 of 63 students from the English Department Students used affective strategies in learning speaking, there percentage is 12.6% and achievement in speaking 4 is categories A. In order to achieve a success, the learners need to manage their emotion and motivation level. The finding is supported by Cabayssa and Bactiong's statement (2010) that describe through the strategy of self-talk; the learners assure themselves that they are capable of handing a task. As a result they are able to lower a high affective filter which prevents the processing of language input for later use during language production.

f. Social Strategies

From the table 4.1 above, it is shows that are 3 of 63 students from the English Department Students used social strategies in learning speaking, there percentage is 4.7% and achievement in speaking 3.6 is categories Bies. the finding is supported by Li (2010) who explains that social strategies mainly concerns interaction with other people. He believes that these strategies are found more popular with ESL learners, who have much more opportunity to use the language or have access to the native speakers than EFL learners.

g. Memory Cognitive

From the table 4.1 above, it is shows that are 2 of 63 students from the English Department Students used memory cognitive strategies in learning speaking, there percentage is 3.1% and achievement in speaking 3.5 is categories B, especially those with cognitive disabilities, have limited space in their working memory. As we teach them, we must remember that they can learn only so much so fast. A mistake that many educators make is to present too much information too quickly. Students' working memories simply can't keep up. Pacing the presentation of information in such a way that students have time to processit all will promote learning and memory.

h. Social Affective

From the table 4.1 above, it is shows that are 3 of 63 students from the English Department Students used social affective strategies in learning speaking, there percentage is 4.7% and achievement in speaking 2.7 is categories C. Students Social-affective learning strategies are the different mental and behavioral mechanisms learners use either to come to grips with emotional and socio-cultural challenges they encounter in their learning process or to improve their learning capacities. Griffiths (2010) defines social- affective strategies, among other strategy types, as the "activities consciously chosen by learners for the purpose of regulating their own language learning".

In the term of the students score in speaking (see table 4.1); based on the score given by the lecture, it is found that most of the students who get high score in speaking use cognitive strategies in learning. The data shown students who use cognitive strategies get high score. Besides, the data also shows that most of the students who get medium score also use cognitive strategies. in learning, the students need to evaluate their self in order to improve their performance. By applying cognitive strategies, the students will know what need to be improved on their performance, besides, through cognitive strategies, the students can evaluate how successful learning has been after working on language on some ways. By evaluating their self, the learners are able to know which part should be improve

B. Discussion

Based on the data found from the questionnaire, the researcher found the students learning strategies and English achievement in speaking skill of third semester students in Muhammadiyah University of Makassar, the detail as follows:

1. **What learning strategies are used by students of English department in learning at Muhammadiyah University of Makassar?**

    Based on the research findings, the researcher discusses the finding of research. The discussion contains of learning strategies used by student in Muhammadiyah University of Makassar to improve their English achievement especially in speaking. In the discussion section, the researcher tried to make description of the research finding with relevant the theory by O'Malley and Chamot.

    According to O'Malley and Chamot (1990:1) "learning strategies are special thoughts or behaviors that individuals use them comprehend, learn, or retain new information". There are three strategies of learning strategies by O'Malley and Chamot (1990:44-45), there are metacognitive strategies, cognitive strategies and socio-affective strategies. The students in Muhammadiyah University of Makassar used almost all the learning strategies to improve their speaking in English. In metacognitive strategies the students used Selective Attention, Self-Management, Self-Monitoring and Self-evaluation.

The first strategy is selective attention. In learning speaking, the students chose the topic and described it then made some concepts which include its pronunciation, intonation, and its expression use that will be presented in their conversation or speech.

The second strategy is self-management. In this case, after knowing, the students tried to do something that helped them to improve their speaking achievement. The students did some activities such as consultation with their friends and try to create good atmosphere in order to memorize new vocab. Self-management helped students to measure their ability and made them to create some activities

In cognitive strategies the students used Resourcing Translation, Repetition, Grouping, Deduction, Imagery, Keyword method, Inferencing and Note taking. There are some strategies applied by the students

The first strategy is resourcing. From the research findings, it can be showed that the students applied the resourcing learning strategy in mastering their speaking skill. It could be proven that the student not only depended on the material from the lecturer but also depended on the other materials, especially from internet, books and dictionary.

The second strategy is repetition. According to the results of questionnaire, the writer concluded that the application of the repetition learning strategy is good in improving speaking ahievement because the student learned the foreign language and they had to imitate the foreign language dialect in mastering their speaking skills.

The third strategy in cognitive strategies is inferencing. In here, the main point was guessing the meanings of words whose meaning did not know. From the results, the writer concluded that the students applied the inferencing learning strategy in mastering their speaking by guessing the meaning from the context of the sentences and through summarizing the word that students understand.

In affective strategies the students used cooperation and questioning for clarification. There are some strategies that used by them: The first strategy is cooperation. In here, the main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking. According to the results, the students try to asking their friend to help them in memorizing sentences or vocabulary in speaking skill.

The last strategy in affective strategies is question for clarification. According to results of questionnaire, student in Muhammadiyah University of Makassar active to ask about the pronunciation in speaking whether it is correct or not. Based on the result above, concluded that question for clarification learning strategy is appropriate to help students in clarifying the speaking materials that they do not understand.

Those strategies that used by students in Muhammadiyah University of Makassar make them know more about speaking English. They can more confident in speaking English.

2. How is the student's achievement in speaking based on the strategy?

The data also explains that most of the students who get low score also use cognitive strategies in learning. Sometimes, the students have problems in monitoring their errors in learning realistically. Much self evaluation can make the students become traumatized when they make errors. It means that the students who used cognitive strategies and got low score have problems in monitoring their learning. It seems that they evaluated their self too much. It made them become traumatized and afraid of making mistake in learning. Their feeling caused their low participations in the classroom. They lose their chance to practice their English. It caused their low achievement in speaking.
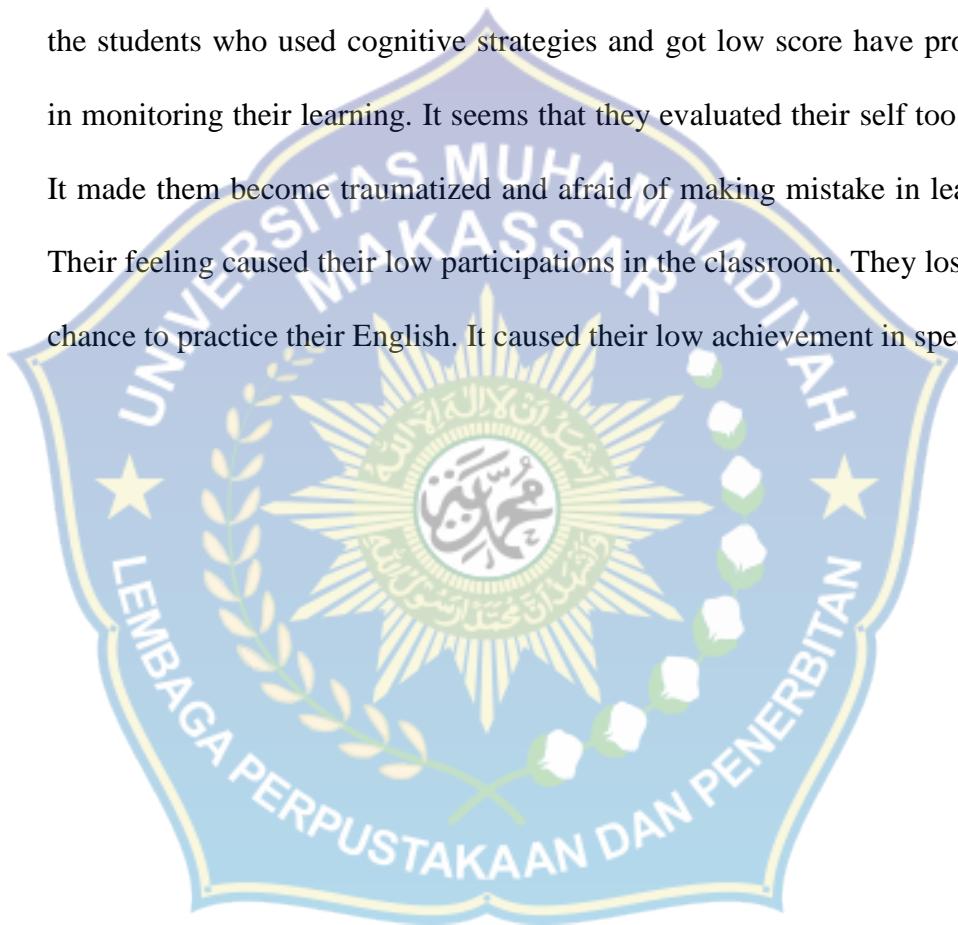
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research findings, it was found that the type learning strategies that mostly used by the students is cognitive strategies.

1. According to the data found, most of students of English Department students in 3th semester classes realize that cognitive strategies are type of strategies that they often use in learning English. The last type of strategies is affective strategies might be cause the learner realize the essential of practice. Meanwhile, from the students in English achievement on speaking, it is found that most of the students who get high score apply cognitive strategies in learning. Through cognitive strategies, the students are lead to evaluate their performance, so that they will know what and how to improve their learning.

2. Most of the students who got low English achievement also use cognitive strategies in learning. It means that these students have problem in monitoring their learning. They too much evaluated their self that made them become traumatized and afraid of making mistake in learning. It cause their low participation in the classroom and lose their chance to practice their English. Moreover, it cause their low achievement in speaking.

B. Suggestions

Based on the research conduct, there are some suggestions that can be propose to the teacher and the students. It is suggest for each language teacher to discover the language learning strategies of their students and help them balance the strategies used by the students base on the students need and preference. The teacher should adapt the teaching with the students learning strategies to enhance the student's achievement in leaning. For the students self, they should know what strategies that can help them in learning. The students should be able to choose strategies they need in learning and analyze which strategies give better effect on their own learning.
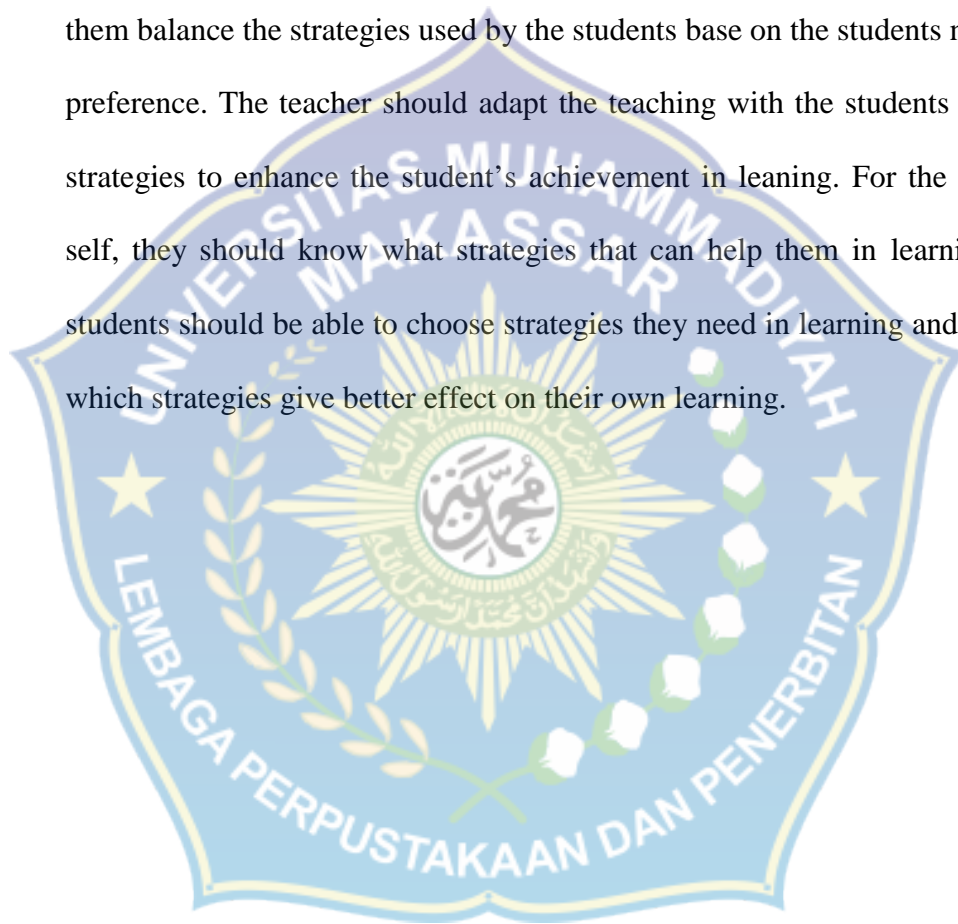
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APPENDIX

APPENDIX 1 : SILL QUESTIONNAIRE

l.   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

(Write answers on Worksheet)

Part A

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 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

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.

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

(Write answers on Worksheet)

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

24. To understand unfamiliar English 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 do not 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.

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

(Write answers on Worksheet)

Part D

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

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 a mistake.

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.

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

(Write answers on Worksheet)

Part F

45. If I do not 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.

APPENDIX 2 : SILL QUESTIONNAIRE (TERJEMAHAN)

Background Questionnaire Nama :

1. Kelas :
2. NIM :

Strategy Inventory for Language Learner (SILL)

Cara pengisian: Berilah tanda ( ) pada salah satu kolom selalu, sering, kadang-kadang, jarang atau tidak pernah pada butir pertanyaan

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
1. Dalam belajar bahasa Inggris, saya menghubungkan apa yang baru saya pelajari dengan apa yang sudah saya ketahui sebelumnya					
2. Saya menggunakan kosakata bahasa Inggris yang baru saya ketahui dalam bentuk kalimat supaya saya bisa mengingatnya					
3. Untuk mengingat kosa kata baru dalam bahasa Inggris, saya menghubungkan bunyi dengan gambaran atau ilustrasi tersebut					
4. Saya mengingat kosa kata baru dalam bahasa Inggris dengan cara membayangkan sebuah situasi dimana kata tersebut dapat digunakan					
5. Saya menggunakan rima untuk mengingat kosakata baru (rice-ice, no-know, etc)					
6. Saya menggunakan flash card untuk mengingat kosakata baru					
7. Saya memperagakan secara fisik kosa kata bahasa Inggris yang baru saya pelajari					
8. Saya sering mengulang kembali pelajaran bahasa inggris					

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
9. Saya mengingat kosa kata atau frasa baru dengan mengingat dimana saya melihat kosa kata tersebut dalam halaman buku, papan tulis, dll.					
10. Saya mengucapkan atau menulis kosakata baru untuk beberapa kali					
11. Saya berusaha berbicara seperti seorang penutur asli (*native speaker*)					
12. Saya berlatih pengucapan bahasa Inggris					
13. Saya menggunakan kata-kata bahasa Inggris yang saya tahu dengan berbagai cara yang berbeda					
14. Saya biasa memulai percakapan dalam bahasa Inggris					
15. Saya menonton acara TV atau film di bioskop yang menggunakan bahasa Inggris					
16. Saya membaca bacaan-bacaan ringan yang berbahasa inggris					
17. Saya menulis catatan, surat, atau laporan dalam bahasa Inggris					
18. Saya membaca tulisan berbahasa Inggris dengan *skimming,* setelah itu membaca kembali dengan teliti					
19. Saya mencari kata-kata dalam bahasa Indonesia yang mirip dengan kata-kata bahasa Inggris					
20. Ketika belajar kosakata baru, saya mencoba untuk memahami pola/struktur bahasa dalam bahasa Inggris (*grammar*)					
21. Saya mengartikan sebuah kata bahasa Inggris dengan cara membaginya menjadi bagian yang saya mengerti (*ex: disobedient, solvable – prefix and suffix*)					
22. Saya mencoba untuk tidak mengartikan kata-per-kata dalam sebuah kalimat					

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
23. Saya membuat ringkasan dari informasi berbahasa Inggris dari apa yang saya baca atau dengar					
24. Untuk memahami kosakata yang tidak familiar, saya suka menebak-nebak					
25. Dalam percakapan, ketika saya tidak bisa menemukan kata-kata yang pas, saya menggunakan *gesture*					
26. Saya mengarang kata-kata baru ketika saya tidak tahu kata yang seharusnya digunakan dalam bahasa Inggris					
27. Saya membaca bahasa Inggris tanpa perlu mengecek makna setiap kosa kata baru					
28. Saya suka menebak apa yang orang lain akan katakan selanjutnya di dalam percakapan					
29. Ketika saya kesulitan dalam memikirkan kata-kata bahasa Inggris yang pas, saya suka menggunakan kata-kata atau *phrase* yang maknanya hampir sama					
30. Saya mencari-cari kesempatan untuk dapat menggunakan bahasa Inggris					
31. Saya mencari tahu kesalahan bahasa Inggris saya untuk memperbaiki bahasa saya					
32. Saya memperhatikan ketika seorang berbicara dalam bahasa Inggris					
33. Saya selalu mencari tahu supaya bisa menjadi pembelajar bahasa Inggris yang baik					
34. Saya merencanakan jadwal saya supaya bisa mengoptimalkan waktu belajar bahasa Inggris					
35. Saya mencari teman atau *patner* yang bisa saya ajak untuk berbicara bahasa Inggris					
36. Saya mencari kesempatan sebanyak mungkin untuk membaca bacaan bahasa Inggris					

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
37. Saya mempunyai tujuan yang jelas untuk bisa meningkatkan kemampuan bahasa Inggris					
38. Saya memikirkan tentang kemajuan saya dalam belajar bahasa Inggris					
39. Saya mencoba untuk rileks ketika saya takut dalam menggunakan bahasa Inggris					
40. Saya mendorong diri saya untuk berbicara bahasa Inggris bahkan ketika saya takut membuat kesalahan					
41. Saya memberikan hadiah untuk diri saya ketika saya bisa menggunakan bahasa Inggris dengan baik					
42. Saya sadar ketika gugup atau tegang sewaktu belajar atau menggunakan bahasa Inggris					
43. Saya menuliskan tentang perasaan saya di dalam buku harian belajar bahasa Inggris					
44. Saya berbicara dengan orang lain mengenai perasaan saya ketika belajar bahasa Inggris					
45. Ketika saya tidak mengerti suatu ucapan atau perkataan dalam bahasa Inggris, saya memintanya atau mengulangi perkataan					
46. Saya meminta penutur asli bahasa Inggris untuk mengoreksi saya ketika saya berbicara					
47. Saya berlatih bahasa Inggris dengan teman atau pelajar yang lain					
48. Saya meminta bantuan dari penutur asli bahasa Inggris					
49. Saya mengajukan pertanyaan dalam bahasa Inggris					
50. Saya mencoba untuk belajar tentang budaya penutur asli bahasa Inggris					

No	Value In Speaking	
1	Semester 1	
2	Semester 2	

APPENDIX 3 : STUDENTS ANSWER SILL QUESTIONNAIRE

Background Questionnaire

3. Nama : Nur Islamiyah Umar

4. Kelas : BG. 3B

5. NIM : 105351103417

Strategy Inventory for Language Learner (SILL)

Cara pengisian: Berilah tanda ( ) pada salah satu kolom selalu, sering, kadang-kadang, jarang atau tidak pernah pada butir pertanyaan

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
51. Dalam belajar bahasa Inggris, saya menghubungkan apa yang baru saya pelajari dengan apa yang sudah saya ketahui sebelumnya					
52. Saya menggunakan kosakata bahasa Inggris yang baru saya ketahui dalam bentuk kalimat supaya saya bisa mengingatnya					
53. Untuk mengingat kosa kata baru dalam bahasa Inggris, saya menghubungkan bunyi dengan gambaran atau ilustrasi tersebut					
54. Saya mengingat kosa kata baru dalam bahasa Inggris dengan cara membayangkan sebuah situasi dimana kata tersebut dapat digunakan					
55. Saya menggunakan rima untuk mengingat kosakata baru (rice-ice, no-know, etc)					
56. Saya menggunakan flash card untuk mengingat kosakata baru					
57. Saya memperagakan secara fisik kosa kata bahasa Inggris yang baru saya pelajari					
58. Saya sering mengulang kembali pelajaran bahasa inggris					

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
59. Saya mengingat kosa kata atau frasa baru dengan mengingat dimana saya melihat kosa kata tersebut dalam halaman buku, papan tulis, dll.					
60. Saya mengucapkan atau menulis kosakata baru untuk beberapa kali					
61. Saya berusaha berbicara seperti seorang penutur asli (*native speaker*)					
62. Saya berlatih pengucapan bahasa Inggris					
63. Saya menggunakan kata-kata bahasa Inggris yang saya tahu dengan berbagai cara yang berbeda					
64. Saya biasa memulai percakapan dalam bahasa Inggris					
65. Saya menonton acara TV atau film di bioskop yang menggunakan bahasa Inggris					
66. Saya membaca bacaan-bacaan ringan yang berbahasa inggris					
67. Saya menulis catatan, surat, atau laporan dalam bahasa Inggris					
68. Saya membaca tulisan berbahasa Inggris dengan *skimming,* setelah itu membaca kembali dengan teliti					
69. Saya mencari kata-kata dalam bahasa Indonesia yang mirip dengan kata-kata bahasa Inggris					
70. Ketika belajar kosakata baru, saya mencoba untuk memahami pola/struktur bahasa dalam bahasa Inggris (*grammar*)					
71. Saya mengartikan sebuah kata bahasa Inggris dengan cara membaginya menjadi bagian yang saya mengerti (*ex: disobedient, solvable – prefix and suffix*)					
72. Saya mencoba untuk tidak mengartikan kata-per-kata dalam sebuah kalimat					

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
73. Saya membuat ringkasan dari informasi berbahasa Inggris dari apa yang saya baca atau dengar					
74. Untuk memahami kosakata yang tidak familiar, saya suka menebak-nebak					
75. Dalam percakapan, ketika saya tidak bisa menemukan kata-kata yang pas, saya menggunakan *gesture*					
76. Saya mengarang kata-kata baru ketika saya tidak tahu kata yang seharusnya digunakan dalam bahasa Inggris					
77. Saya membaca bahasa Inggris tanpa perlu mengecek makna setiap kosa kata baru					
78. Saya suka menebak apa yang orang lain akan katakan selanjutnya di dalam percakapan					
79. Ketika saya kesulitan dalam memikirkan kata-kata bahasa Inggris yang pas, saya suka menggunakan kata-kata atau *phrase* yang maknanya hampir sama					
80. Saya mencari-cari kesempatan untuk dapat menggunakan bahasa Inggris					
81. Saya mencari tahu kesalahan bahasa Inggris saya untuk memperbaiki bahasa saya					
82. Saya memperhatikan ketika seorang berbicara dalam bahasa Inggris					
83. Saya selalu mencari tahu supaya bisa menjadi pembelajar bahasa Inggris yang baik					
84. Saya merencanakan jadwal saya supaya bisa mengoptimalkan waktu belajar bahasa Inggris					
85. Saya mencari teman atau *patner* yang bisa saya ajak untuk berbicara bahasa Inggris					
86. Saya mencari kesempatan sebanyak mungkin untuk membaca bacaan bahasa Inggris					

Pertanyaan	Tidak Pernah	Jarang	Kadang-Kadang	Sering	Selalu
87. Saya mempunyai tujuan yang jelas untuk bisa meningkatkan kemampuan bahasa Inggris					
88. Saya memikirkan tentang kemajuan saya dalam belajar bahasa Inggris					
89. Saya mencoba untuk rileks ketika saya takut dalam menggunakan bahasa Inggris					
90. Saya mendorong diri saya untuk berbicara bahasa Inggris bahkan ketika saya takut membuat kesalahan					
91. Saya memberikan hadiah untuk diri saya ketika saya bisa menggunakan bahasa Inggris dengan baik					
92. Saya sadar ketika gugup atau tegang sewaktu belajar atau menggunakan bahasa Inggris					
93. Saya menuliskan tentang perasaan saya di dalam buku harian belajar bahasa Inggris					
94. Saya berbicara dengan orang lain mengenai perasaan saya ketika belajar bahasa Inggris					
95. Ketika saya tidak mengerti suatu ucapan atau perkataan dalam bahasa Inggris, saya memintanya atau mengulangi perkataan					
96. Saya meminta penutur asli bahasa Inggris untuk mengoreksi saya ketika saya berbicara					
97. Saya berlatih bahasa Inggris dengan teman atau pelajar yang lain					
98. Saya meminta bantuan dari penutur asli bahasa Inggris					
99. Saya mengajukan pertanyaan dalam bahasa Inggris					
100. Saya mencoba untuk belajar tentang budaya penutur asli bahasa Inggris					

No	Value In Speaking	
1	Semester 1	A
2	Semester 2	A

APPENDIX 4 : The Number of Students Using Language Learning Strategies

The number of item of the Questionnaire	Strategy Category	Never do this	Seldom do this	Sometimes do this	Usually do this	Always do this
1	Mem	3	2	3	6	11
2	Mem	1	4	3	6	11
3	Mem	4	2	4	6	9
4	Mem	1	6	4	9	6
5	Mem	3	9	5	3	5
6	Mem	3	12	5	4	1
7	Mem	2	3	5	6	8
8	Mem	3	3	5	6	8
9	Mem	6	6	2	5	6
10	Cog	2	6	5	6	6
11	Cog	6	2	6	7	4
12	Cog	3	3	5	8	6
13	Cog	3	6	6	4	6
14	Cog	3	5	2	10	5
15	Cog	2	5	3	7	8
16	Cog	7	3	3	4	8
17	Cog	4	6	5	4	6
18	Cog	3	4	8	7	3
19	Cog	3	11	7	4	2
20	Cog	3	7	7	7	2

21	Cog	3	4	8	6	4
22	Cog	5	7	2	9	2
23	Cog	1	8	3	10	3
24	Comp	-	5	10	5	5
25	Comp	2	3	4	9	7
26	Comp	6	4	5	4	6
27	Comp	5	10	4	2	4
28	Comp	2	1	10	6	6
29	Comp	3	5	5	8	4
30	Meta	-	5	2	14	4
31	Meta	3	3	6	9	4
32	Meta	2	3	3	5	12
33	Meta	1	5	-	4	15
34	Meta	4	-	9	4	8
35	Meta	3	3	-	8	11
36	Meta	-	5	5	5	10
37	Meta	4	2	2	7	10
38	Meta	1	3	3	4	14
39	Aff	6	4	6	4	5
40	Aff	1	5	3	9	7
41	Aff	2	3	7	5	8
42	Aff	2	6	4	10	3
43	Aff	6	6	6	5	2

44	Aff	2	4	6	5	8
45	Soc	1	7	2	8	7
46	Soc	2	1	5	8	9
47	Soc	-	9	3	6	8
48	Soc	-	2	5	11	5
49	Soc	-	6	4	6	9
50	Soc	1	6	5	9	4

APPENDIX 5 : STUDENTS ENGLISH ACHIEVEMENT IN SPEAKING

No.	Learning Strategies	Name Students	Score	Averange
1	Memory	Utami Putri	4	
		Mila Rosmila	3	
		Della Monica	3	
		Farihah Khariyah	2	
		Gaidha Aulia	3	2.6
		Naila Fahira	2	
		Oktaviani	2	
		Yeyen Eriska	3	
		Yulian Tika	2	
2	Cognitive	Inna Anna Syahidah	3	
		Agus Salim	2	
		Nur Hikma Zaenuddin	4	
		Nurmutmainna	3	
		Aisyah Rifanti	3	
		Nurul Annisa	4	
		Dewi Anggita Putri	3	
		Mulyani	3	
		Nirwana	3	
		Sukma Pebriani Syam	3	
		Yuliana	3	3.3
		Reski Suci Ramadani	3	
		Anita	3	
		Nur Aini Anisa	4	
		Atwhun Mulawaty Mahdad	4	
		Ega Safira	3	
		Sitti Mariana	3	
		Abdul Rahman	4	
		Ervi Kamaruddin	3	
		Muh. Rahmat	4	
3	Compensation	Taufik	2	
		Nur Rezky	3	
		April Yanto	2	
		Nur Islamiyah Umar	4	3.1
		No Name	4	
		Mawarni	3	
		Silzi Abdu Rahman	4	
4	Metacognitive	Afrilla AS	3	
		Maci Soarah	4	
		Muh. Sya'banuddin	4	
		Ira Maya	4	3.7
		Hilda Anggraini	4	
		Surahmi Saban	4	

		St. Ralunah Hidayati	3	
		Rezki Amalia	4	
		Nurul Magfirah	4	
		Sulaetia	3	
		Nabila Alri	4	
5	Affective	Rahmat Hidayat	4	
		Husnuh Magfirah	4	
		Nurul Qalbi Lubis	4	
		No Name	3	**4**
		Masitan	4	
		Wildha Sari Astati	3	
		Nur Syahbani	3	
		Sri Rezki Fitra Mayora	4	
6	Social	Rindiani	4	
		Linda	3	**3.6**
		Nurmilha	4	
7	Memory cognitive	Dinda Rahmi	4	
		Eka Ariani	3	**3.5**
8	Social affective	Salsabilah	3	
		Abdi Bilhaqqi	3	**2.7**
		Siti Nur Afifah	2	
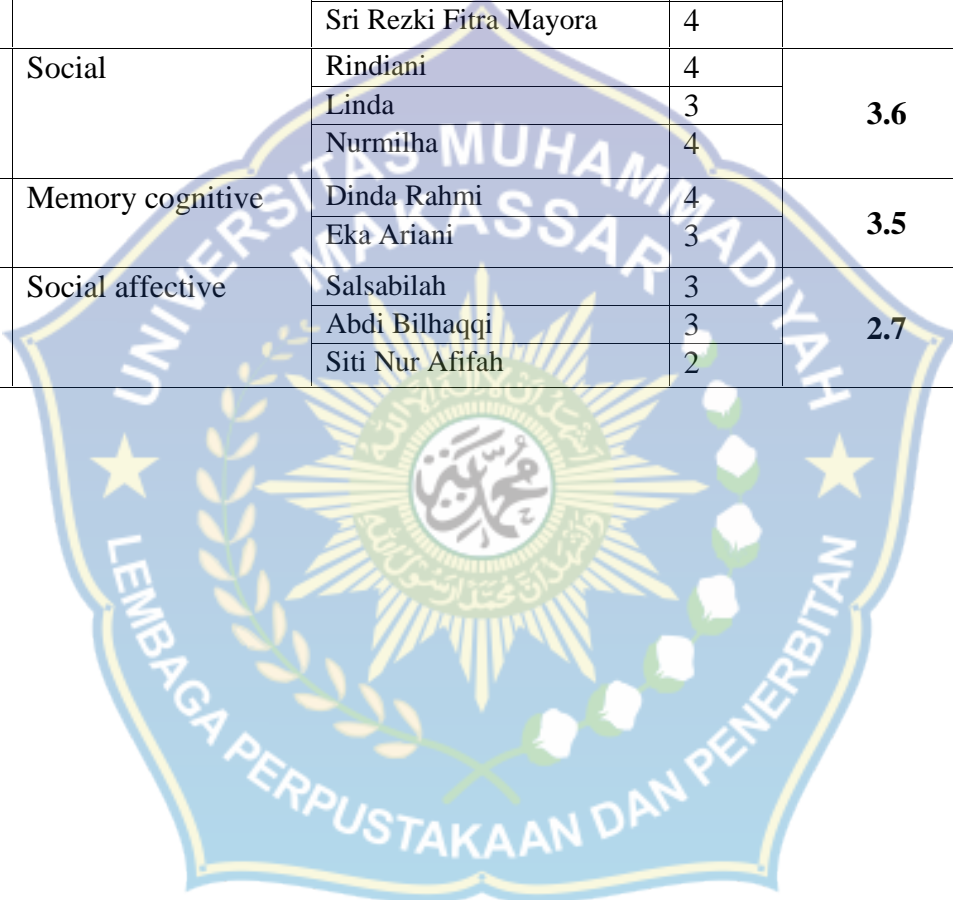
Documentation

Answer Questionnaire

Answer Questionnaire

CURRICULUM VITAE

Afdhal Mubarak is a student of English Department in Muhammadiyah University of Makassar. He was born on 24st Mei 1996 in Kelurahan Pongo. He is the last son. He has five sisters. In 2002, he started his elementary school at SD 1 Pongo and graduated in 2008. Then, he continued his junior high school at MTsN 1 Wakatobi graduated in 2011. After that, he continued his senior high school at SMA Negeri 1 Wangi-Wangi and finished his study there in three years. In 2014, he was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of his study, he could finished his thesis in 2019 entitle "Students Learning Strategies And Their English Achievement In Speaking (A Study At English Department Students At Muhammadiyah University Of Makassar)".