

**THE INFLUENCE OF LANGUAGE LEARNING STRATEGIES
TOWARDS STUDENTS' ACHIEVEMENT IN SPEAKING**

THESIS

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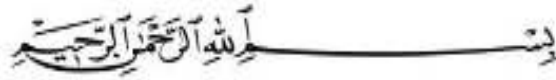
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ABSTRACT

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This thesis is entitled “**The Influence of Language Learning Strategies towards Students' Achievement in Speaking**”. The aims of this study are to investigate whether the language learning strategies influences the students' achievement in speaking. To obtain the data, the writer used in-depth interview. The population of this study was Department of English Language Education students of the academic year 2017/2018 of UIN Ar-Raniry. Six students were purposively selected as the sample of this study. The findings elucidated that, students applied some strategies in improving speaking such as memorizing vocabulary, practicing pronunciation, and rehearsing fluency. Therefore, learning strategies influence their achievement in speaking, including they become responsive in conversation, build good communication, have a good self-confident, improved pronunciation, increased vocabulary, and more fluent in speaking. It means that learning strategies they use give them positive impact in their speaking achievement.

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CHAPTER I INTRODUCTION

A. Background of Study

Speaking skills are one of the very essential skills in English learning. Using verbal language, someone can express his or her ideas or thoughts. In addition, it may help build a good communication. As a result, speaking is also considered as one of the indicators of language mastery (Fauzan, 2014). Speaking appears to be “instinctively the most critical: people who speak and understand a language are the ‘speakers’ of that language” (Ur, 1996, p. 120). Besides, Nunan (1999) also said that someone who can speak another language is also categorized into the speaker of that language.

For most English learners, mastering speaking is considered difficult since it needs strong and big efforts. Speaking English in real time, negotiating meanings, managing the conversation, and speaking spontaneously is a challenging issue in English learning. We do not plan the exact words or sentences in speaking, it is different from reading or writing, in fact speaking happens in real time, so that we cannot edit and revise what we have said. Oral communication involves two or more people in negotiating meanings, and it is always related to the context in which it occurs (O’ Malley & Pearce, 1996, p. 59 and Nunan, p. 227). As a speaker, he or she has to speak clearly, fluently and comprehensibly in order to make the listeners understand what we mean and also it is an important part of

everyday interaction and most often the first impression of a person. Therefore, being able to speak is one of important goals to achieve in learning English.

In order to become a good speaker, students need particular learning strategies. Learning strategies are key of students' successful or failure in learning process. Anderson (2003) stated that between learning strategies and students' ability have a strong relationship. The more students use greater variety and number of learning strategies the more proficient he or she would be. In addition, Chamot (2004) also emphasized that learning strategy plays an important role in helping less successful students to enhance their speaking performance. In other way, it can be said that learning strategies can be used to overcome students' problem and also intended to help students in learning, especially to achieve speaking achievement.

Furthermore, speaking has been a major subject at English department. It is taught in from the first semester to fourth semester. In teaching learning process usually, a lecturer teaches how to be a good speaker and also explains the linguistics competence such as grammar, vocabulary, fluency, pronunciation, comprehension, and sociolinguistics competence that include when, where, and why someone speaks. Indeed, lecturer also gives opportunity to the students to speak in front of class based on topic decided.

However, students have their own particular ability and strategy in learning language, especially in speaking. But not all of students have good achievement in speaking. Some of them are good in speaking since they have good grammar, enough vocabulary, good pronunciation and confident. On the other hand, some of

them are afraid of speaking because they have limited vocabulary, poor pronunciation, weak on grammar, worry of making mistakes, and nervous. As a result, students will have low participation in speaking class. It means that they will lose their opportunity to practice their speaking skill which leads them to poor speaking ability.

Concerning to students' problem in speaking class. It can be inferred that each student has certain tendency and capability in using certain learning strategies in speaking. Therefore, the use of various learning strategies is influenced by students' character, experience, and environment. Since students have their own characteristics, they would exploit different learning strategies that are useful and comfortable to them and also give impact on their own achievement.

B. Research Question

There are two questions of this study. They were as follows:

1. What are learning strategies applied by students in speaking practice?
2. What are the influences of language learning strategies towards students' achievement in speaking?

C. Research Objectives

The objectives of the research can be stated as follows:

1. To provide applicable learning strategies for students in speaking class
2. To investigate the influence of learning strategies towards students' achievement in speaking

D. Research Significance

The significances of this study are as follows:

This research would contribute to teaching and learning process and also verify the previous theory. This research is also expected to provide some beneficial information on understanding of language learning process.

The findings of this research can be applied as an input for English teachers to improve the students' speaking ability by understanding their type in learning language, and for the students they can minimize their weakness in speaking ability in order to get satisfaction in speaking class.

E. Terminology

Along with the description above, the writer provides some definitions of terms that would come across often during the research. The terms below would guide the readers in reading and understanding this research.

1. Influence

Hornby (1995) states that influence is the power to affect someone's actions, character or beliefs, especially by providing an example for them to follow, winning their admiration or making them afraid to disagree. Thus, influence in this study means the dominance of media such as language learning strategies that can motivate students' motivation in practicing speaking at their school or wherever they are.

2. Language Learning Strategies

Language learning strategies are the method students receive to improve their own particular learning. Oxford (2001) revealed that strategies are fundamental for developing communicative competence. They provide students with active and self-directed guidance. Furthermore, Oxford & Rebecca (1990) stated that strategies are particularly imperative for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Chamot & O'Malley (1987, p. 71) also argued that language learning strategies mainly help learners in comprehending, storing, and remembering new information. The effective application of core learning strategies are self-monitoring and elaboration, it will lead to more effective language learning.

3. Learning Achievement

Travers (1970, p. 447) stated that achievement is the result of what an individual has learned from some educational experiences. Achieve is to success in reaching a particular goal, status or standard, achievement is a thing that somebody has done successfully, especially using their own effort. Suwanarak (2012) believes that English learning achievement is considered as a key foundation to judge students' total capability and capacity and it is controlled by a variety of ways (p. 4).

Speaking achievement is the result that has been achieved by students in speaking class which showed by test scores or the amount of result assessment. Speaking achievement of students concentrates on the score or number that

reached students in speaking subject at college. The score is mainly a part of cognitive, because this aspect is frequently evaluated by lecturers to know the ability of students in speaking achievement.

4. Speaking

Speaking is one of English language skills, which assume an imperative part of human beings. A person conveys and gets messages through speaking. In speaking, someone should have good pronunciation and master the vocabulary in order to make the listeners understand what the speaker means. Cameron (2001, p. 18) argued that “Speaking is the active use of language to express meanings. Hence, other people can make sense of them”. In addition, speaking activities also dominate our language behavior. That is why, if speaking ability is so crucial in human communication, then the primary aim of any language teaching has to enable students to speak the language.

CHAPTER II

LITERATURE REVIEW

This chapter reviews ideas, generalization or conclusion, methodologies and others that related to the influence of language learning strategies toward students' achievement in speaking.

A. Language Learning Strategies

1. Definition of Language Learning Strategies

People do not understand anything when they were born because they cannot socialize and interact each other yet, but they have to learn everything so that they are able to understand. For example, everyone can understand English, but some non-native speakers can use the language very well. This is not only the case in English, but also other subjects. Therefore, during the learning process, some people can learn every subject or several subjects very quickly and well. Besides, some people have problems learning. Therefore, many researches try to find how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others. Generally, conceived as effective tools to improve language learning, language learning strategies have demonstrate to have different effect when being applied by the learner.

Learning strategies are described in some ways. Oxford (1994, p. 1) argue that foreign (L2) strategies are specifics action, behavior, steps or technique students use – often consciously – their progress in apprehending, internalizing,

and using the L2. Meanwhile, Wenden and Rubin (1987, p. 19) remarked learning strategies as any set of operation, steps, plans, and routines, that used by the learner to facilitate the obtaining, storage, retrieval, and use of information.

Brown (2007, p. 119) stated that strategy is a specific process in approaching a problem or manipulating information to achieve the goals. Furthermore, learning strategy is all about perspective, thought, pattern and direction that taken for gaining effective learning (Darmansyah 2010). Language learning strategies has contribution to independent language learning which leads to improve learners' language learning. Hurd (2005) stated that foreign learner are developing learner autonomy, which involves deciding on using learning strategies and tactics that are relevant to their tasks and goals to enhance their language learning. She added that independent learning involves developing the attitudes, belief, knowledge and strategies for learner to take action dealing with their own learning. It is important to recognize the effectiveness of language learning strategies on the language learners' achievement.

In the last three decades, language learning strategies and some related issues based on the choice and use of learning strategies have been under investigation. These issues are level of language proficiency of learners, their motivation, gender, cultural backgrounds, learning style, nationality and the context where they learn language (Oxford, 1989). She added that language learning strategy plays a key role in learning a second language. It is axiomatic that language learning strategy is one of the most widely accepted means to

enhance learners' efficiency since it can help students when mastering the forms and functions in second language acquisition and thus affects achievement.

2. The Importance of Language Learning Strategies in Language Learning and Teaching

According to Oxford (1990), the importance of LLS is because of the fact that language learning strategies facilitate learners to develop communicative competence while the instruction of LLS by teachers can help learners apply more effective learning strategies. Moreover, Lessard-Clouston (1997) added, teaching LLS to learners plays an important role in teaching and learning a language. The emphasis part on LLS instruction is to the extent that those instructors who teach learners and train them to have better strategy that are considered to be more efficient and more highly regarded teachers. Teachers as the instructors of LLS should be aware of their indispensable role in the learning process. And as language teacher aims to be trainer of his or her students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class.

In conclusion, we can say that as Huang (2006) assumed, non-native speakers believe that speaking as the target language is one of the most demanding and crucial tasks in their everyday life. Furthermore, Ferris and Tagg (1996) state that even highly proficient language learners are not satisfied with their speaking skills and are looking for chances to improve their speaking ability.

3. The Classification of Language Learning Strategies

The classification used in most of the studies is the classification of Oxford (1990). In this classification, from which we have also benefit for study, strategies are first divided into two as direct and indirect strategies. Indirect strategies include metacognitive, affective and social strategies while direct strategies involve cognitive, memory and compensation strategies. Oxford and Crookall (1989, p.404) describes the strategies as in the following.

3.1 Direct Strategies

Direct strategy is a way that the learners used in the acquisition, storage, experiment, and utilization of the information obtained. Direct strategy was divided into three types: (a) cognitive strategies, (b) memory strategies, and (c) compensation strategies.

a. Cognitive Strategies

Cognitive strategy is a strategy to understand and produce language or doing language production. The theory of Piaget (1896) is about human understanding towards an object that happened to gradually include manipulation phase and active interaction phase. After humans are able to manipulate objects, human active interaction ability serves to stabilize and produce new knowledge.

b. Memory Strategies

Memory strategy is a strategy used to remember and accept new information. There are two terms to understand how individuals learn and how they apply to a particular learning strategies are: (1) the importance of the new information or knowledge, and (2) how the brain processes new information or knowledge of it.

c. Compensation Strategies

The compensation strategy is a very useful learning strategy for learners who are learning a little bit about the second language. Sometimes, with limited vocabulary and knowledge of a second language, the learner will panic, unable to talk or even often see the dictionary to make sure the right words. With the compensation strategy, learning a second language the learners can use strategy to guess words or grammar and can also use the help, body language, avoiding the subject not covered, and can also use the similar words.

3.2 Indirect Strategies

Indirect strategy also plays an important role in learning a second language. This is due to the presence of factors that relate to learners while learning a second language. Those factors related to cognition, affective or learners' feeling, and learners' the social factor. These factors became the second language learning strategies.

a. Metacognitive Strategies

Metacognitive strategy is the strategy related to the learners own thinking and their ability to monitor the cognitive processes. Metacognitive strategy includes both, i.e., the cognitive knowledge and the ability to monitor, control, and evaluate the cognitive functions of it. This strategy emphasizes the importance of learners to focus on language learning, arranging, and planning and evaluating how to learn the language. With this metacognitive strategy learner will realize that the language learning strategies is appropriate or not. In this case the learner can evaluate themselves or may consult with the teacher or mentor in evaluating the results of their studies.

b. Affective Strategies

Affective strategies is strategy of learning second language indirectly. This learning strategies include emotions, attitudes, motivation, and values in the process of learning a second language.

c. Social Strategies

Social strategy is a strategy language learning indirectly, which is students have entered into the social world. Unconsciously, the students have been doing language-learning activities to others through social activity.

4. Factors that Influence the Choice of Language Learning Strategies

According to Oxford (1994, p. 1), these are some factors to make students different in choosing their own learning strategies. He synthesized existing

research on how the following factors influence the choice of strategies used among students learning a second language.

a. Motivation

More motivated tended to use more strategies than less motivate student, and the particular reason for studying the language (motivational orientation, especially related to career field) was important in the choice of strategies.

b. Gender

Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of particular strategy).

c. Cultural Background

Rote memorization and other forms of memorization were more prevalent among some Asian student than students from other cultural background.

d. Attitudes and Belief

These are reported to a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

e. Types of Task

The natures of the task help determine the strategies naturally employed to carry out the task.

f. Age and L2 stage

Students of different ages and stages of L2 learning use different strategies, with certain strategies often being employed by older or more advanced students.

g. Learning Style

General approach to language learning, often determine the choice L2 learning strategies. For example, analytic-styles students preferred strategies such as contrastive analysis, rule-learning, and dissecting words and phrase.

h. Tolerance of Ambiguity

Students who are more tolerant of ambiguity use significantly different learning strategies in some instances than did the students who were less tolerant of ambiguity.

B. Students' Achievement

In the standards for test construction (APA, 1999) achievement is viewed basically as the competence a person has in an area of content. Besides, achievement is the competence of a person in relation to a domain of knowledge. What the lecturer can externally observe is performance. The current view states that to reach a specific level of performance it may be necessary to bring into play complex cognitive tools like strategies, heuristics or skills (Algarabel and Dasi, 2001). Student achievement is impacted on numerous levels including students' personal factors, their interactions with others such as parents, teachers, and administrators, and lastly the larger systems that surround the student, for example

school districts, neighborhoods, local economy, political policy, and multicultural relations (Bertolini, Stremmel, and Thorngren, 2012).

Students at the university are expected to be ready to meet the objectives of national and international education because they have to be able to compete with the others, therefore they should prepare themselves such as learning a lot or develop their skills. There are four dimensions to prepare students on campus, namely, to inspire and enable individuals to develop their capabilities to the highest level, increasing knowledge and understanding, serving the needs of the economy, and establish their ability to lead a democratic and civilized society. At the campus level, the desired target is to modify the behavior of the intellectual, social and emotional among students, faculty and the campus community. Therefore, higher education is the highest part of educational system, in term of students' development, education qualifications, status and influence.

Educationally, achievement may be defined (Niemi, 1999) as the mastering of major concepts and principles, important facts and propositions, skills, strategic knowledge and integration of knowledge. More systematically, achievement is fractionated into knowledge components (Ruiz-Primo, 1998), like declarative, procedural and strategic. Achievement must be a construct that should refer to the different stages of knowledge acquisition. The knowledge that characterizes the expert, is a highly structured set of mental models built after long sessions of practice (Algarabel & Dasi, 2001).

In addition, speaking achievement refers to an oral activity to express thought, opinion or feeling in a monologue in order to communicate with other. In

this term, the students' speaking achievement deals with the students' achievement in performing speaking in front of the class with good pronunciation, fluency, grammar, and vocabulary.

C. Speaking

1. Definition of Speaking

Language helps the effectiveness of communication. Ones communicate with others to express the idea and to know others' ideas as well. There are many kinds of communications such as gestures or body language, written and spoken language. All of these communications are related each other. People tend to use gestures while they speak, as it is needed in order to strengthen their ideas and expressions.

Speaking is one of the four-macro language skills in studying a foreign language. According to Sanggam (2008), speaking is a person's skills to produce sounds that are meaningful and can be understood by other people, so that able to create of good communication. The interaction of speaker is intended to build a meaning through producing, receiving and processing information.

Besides, speaking is also an active productive skill and make use of oral production communication through speaking is commonly performed face to face. In other word, to most people mastering the art of speaking is the single most important aspect of learning a second or foreign language and success in measuring terms of the ability to carry out a conversation in the language.

According to Bashir, et.al (2011) suggested that speaking involves in three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): it is the ability to use the right order with the correct pronunciation.
- b. Functions (transaction and interaction): it is about the knowledge when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants): it refers to the understanding of how to take into account who is speaking to whom, in what circumstances, about what, and for what reasons.

2. Components of Speaking

According to Syakur (1987, p. 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency. In other side, some components such as confidence also plunge into skill of speaking, whereas in personality of speaker it is the most important component in order to support their performance. The components that related in students' performance are pronunciation, vocabulary, grammar, fluency and comprehension.

a. Vocabulary

Vocabulary is a list of words with their meanings that accompanies a textbook in a foreign language. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Neuman & Dwyer, (2009, p. 385) stated vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Without having a sufficient vocabulary, the students cannot communicate effectively or express their ideas. The students would learn and improve their vocabulary knowledge while they are learning in the classroom or communicate with other people.

b. Pronunciation

According to (Gerard, 2000), there are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pennington & Richards (1986) stated pronunciations from communication and from other aspects of language use, for sounds are a fundamental part of the process by which we communicate and comprehend lexical, grammatical, and sociolinguistic meaning.

c. Grammar

A conversation will be good when the speaker using grammar in that situation. Grammar is needed in spoken language in order to arrange the correct

sentence. The meantime, Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey or produce the words or sharing information correctly.

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. In addition, when the students have a good fluency when they are speaking in using the target language it indicates that they have understood the speaking concept as well as the purpose.

e. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claimed that comprehension is the power of understand and an exercise aimed to improve or test one's understanding of a language (written or spoken). Moreover, comprehension can also means the ability to perceive and understand, ability to grasp the ideas and ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

3. Speaking Competence

Speaking competence means conversation ability or conversation skill. It performs mutual interdependent, interactive nature of conversation. It is an awareness activity as well as feedback activity so that a series of tasks is developed to sharpen the students' awareness on the activity and assess their own progress performance. When those awareness and feedback activities done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skill, needs gradual practice-controlled, awareness, and finally fluency conversation (Akhyak and Indramawan, 2013, p. 19). Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

Indicators of Speaking Competence

Brown (2004, Pp. 141-142) indicated that one can be called have speaking competence if he or she is able to:

- a. Imitate a word or phrase or possibly a sentence (imitative).
- b. Produce short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as prosodic elements-intonation, stress, rhythm, juncture, intensive ability (intensive).

- c. Respond a very short conversation, standard greetings and small talk, simple requests and comments, and the like (responsive).
- d. Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (interactive).
- e. Maintain social relationships with the transmission of facts and information (interpersonal).
- f. Develop (monologue) oral production including speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together (extensive).

Meanwhile, Ur indicated (1999, p. 120) that the characteristics of a successful speaking activity are as follows:

- a. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners' talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not determined by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high, learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute in achieving a task objective.

- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

4. Problems with Speaking

Speaking is not an easy thing. It is because there are a lot of problems that appear when we speak. Ur (1991, p.121) in her book stated that there are four problems with speaking activities, such as:

- a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- b. Nothing to say

Learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

- c. Low or uneven participation

Only one participant can talk at that time if he or she is to be heard; and in a large group it means that each one will have only very talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less ‘exposed’ if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones.

There are a lot of problems in English speaking especially for students. Those problems are always inside speaking itself and often happens when we communicate each other. So, to solve those problems a good learning technique is expected.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this research is to investigate the influence of language learning strategies towards students' achievement in speaking in the Department of English Language Education at UIN Ar-Raniry. The writer collected the data by applying qualitative methodology. To support this research, the writer applied qualitative technique to analyze the data. This chapter also discussed about research location, research design, participants, and technique of data collection.

A. The Research Location

This study was carried out at the English Department which is known as *Pendidikan Bahasa Inggris (PBI)*. The department was chosen because it represents the writer's research problems. It is one of the leading and reputable departments at the university. The department specializes in teaching English as a foreign language and prepares its graduates to be good English teachers at school or a professional in a university. The English Department which is currently headed by Dr. T. Zulfikar, S.Ag., M.Ed., now has 32 permanent and 35 non-permanent lecturers.

In this study, the writer selected the English Department as the research location to study the influence of language learning strategies towards students' achievement in speaking because university students are urged to be critical in order to prepare for their career in the future. Also, students need to work more on

learning in the university. Hence, the English Language Education Department is an appropriate place for this study.

B. Research Design

This is a qualitative research. The techniques of data collection used is interview. The qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2003). Briefly, qualitative research refers to the meanings, concepts, definitions, characteristics, symbols, and descriptions of things. In this research, the role of the researcher is as interviewer to find out how extend language learning strategies in influencing students' speaking achievement.

C. Participants

The population is the group of individuals having one characteristic that distinguishes them from other groups (Creswell, 2012). Population includes all the people with definite specified characteristics. The population of this study was Department of English Language Education students of the academic year 2017/2018 of UIN Ar-Raniry. The writer chose the participants purposively. They were 6 students who registered intermediate speaking class in this semester and they were available to be interviewed. They were coosen based on the same academic level. In the qualitative research, there are no overall formal criteria for determining sample size and, therefore, no rules to suggest when a sample size is

small or large enough for the study. Creswell (2007) recommended that “3-5 participants be used for case study research, along with other types of data.

D. Data Collection

In this study, the writer used interview as the primary technique of data collection. Esterberg (2002) says that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

In this case, the writer used in-depth interview in order to obtain clear and valid information because it can explore and clarify more about the participants' response in regard to research questions. Before conducting the interview, the writer prepared some questions to be proposed to the participants. The point of interview reflected on the research problem. The writer as the interviewer would ask some information about his or her perceived influence of language learning strategies towards their learning achievement in speaking. The interviews conducted in *Bahasa*. The writer followed some producers in doing interview. First, the writer prepared the instrument, the interview guide which contained some questions related to the research topic. Second, the writer asked and talked to the subjects in a friendly way. The writer recorded the interview using mobile phone and took some notes during the interview. It aimed at avoiding any miss understanding of data collection during analysis. The last, the writer wrote interview transcript based on the recording, and then the responses of participants would be translated and transcribed.

E. Data Analysis

The gathered data of the interview were analyzed and concluded descriptively. Furthermore, the data was divided and addressed in several sections based on particular theme. Moreover, the writer transcribed each data of interview. Thus, to analyze the data, the writer needs to read the transcript of the interview several times for having deeper understanding about the information from participants' statements. In addition, during the interviews, digital recording was used to make sure the data fully transcribed.

Miles and Huberman (1994) suggest that qualitative data analysis consists of three procedures:

1. Data Reduction.

Data reduction is the process whereby the mass of qualitative data we may obtain in interview is reduced and organized, for example coding, writing summaries, discarding irrelevant data and soon.

2. Data Display

Data display is the process of showing the data simply in the form of words, sentences, narratives, table, and graphic in order the data collected is mastered by the writer as the basic to take appropriate conclusion.

3. Drawing and Verifying Conclusion

In this process, analysis should allow the writer to begin to develop conclusions regarding the study. These initial conclusion scan then be verified, which is their validity examined through reference to the existing field notes or

further data collection.

Later, the findings of the interview would be presented in descriptive explanation. All the data from the interview were recorded, and most of their parts are transcribed and coded.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the findings. The technique of data collection used in this study was in-depth interview to find out the influence of language learning strategies towards students' achievement in speaking.

A. Analysis of Interview

This research discussed about the influence of language learning strategies towards students' achievement in speaking. The technique of data collection used in this study was in-depth interview to find out the influence of language learning strategies towards students' achievement in speaking. The writer selected 6 students as the participants in this research. They are selected purposively. They are mentioned anonymously IA, HF, CR, SA, NA, and MI.

The interview was analyzed descriptively by the writer to explore the students' perceived influence of language learning strategies towards their achievement in speaking. In this chapter the writer would elaborate the strategies used by students and the influence towards their achievement in speaking.

Furthermore most of participants agreed that language learning strategies influence their achievement in speaking. Besides, they have some strategies in speaking, such as practice with their friends or native speaker, doing monologue by themselves, reading novel, singing, watching movie or video, memorizing vocabulary. By using these strategies, students believed that their achievement in speaking improved.

Regarding to the research questions, the writer found several points about factors that influence students' interested in speaking, the importance of language learning strategies, the strategies applied by students in speaking, students' obstacles in speaking and also students' perceived influence towards their achievement in speaking.

5. Factors that Influence Students' Interest in Speaking

Based on the results of interview, they are interested in learning speaking with various factors. Whether it is a factor that comes from within itself or from external or environmental factors. One of the factors is that they have people who they can discuss with, whether it is a classmate or lecturer. Some of participant said that they were interesting to learn speaking because they have a lot of friends to talk and the lecturers were very nice. So they feel interesting to use English. In this case, IA assumed "I am interested to learn speaking because in the class I have a lot of friends to talk. So it is easy for me to interact using English (English practice)". In addition, HF argued "Yes, I am very interested because one of the factors is that the lecturer is very nice, caring and fair. and I love English since I were in junior high school".

Another factor is speaking can facilitate discussion and motivate them in increasing their English skill and also vocabulary. As CR suggested "because I like talking, speaking can facilitate discussion. Speaking also can improve English language skills". Besides, SA said "Speaking is an indicator of English language proficiency. By speaking, it is like being able to explore the extent of what we

already know about English and speaking, which is our place to develop vocabulary”. The conducive environment for learning or practicing language, especially in practicing speaking skills, namely in Ma'had is also one of factors, in this case, SA assumed ”One of the factors is when I studied at Ma'had. In Ma'had we are required to speak foreign languages. Because I believe, foreign languages are necessary, especially English, which is the international language.

Based on the answers given by the participants, it can be concluded that the students are interested in learning speaking with various factors, for example, because of the classmates who also speak English, and also the lecturer who is caring and fair, they also can provide discussion to develop vocabulary and practice English skills and because the rules in the learning place that required them to speak English. It can make it easier to them to explore the world. Environmental factors are one of the key factors that can greatly influence the habit of speaking for each student.

6. The Importance of Strategy

The participants agreed that there was a need for strategies to increase their speaking skills. Each of them also has their own strategies. This is in accordance with the style and comfort of their learning. A strategy is needed for various reasons. As IA stated “I think it is important, because it can build a good connection between all subjects, such as reading, grammar, writing. Speaking actually covers everything”. CR also assumed “Every learning needs a strategy especially with speaking. If we do not use a strategy, it will be difficult to practice it”. Moreover, SA added “Learning strategies are very necessary, as well as

methods. Because with the learning strategy we can be more directed in learning, if there is no strategy then we cannot achieve something and are not focused”.

Based on the results of the interview, it can be concluded that the strategy is important because it can connect between all subjects, such as reading, grammar, and writing, facilitate the practice of speaking to achieve goals in its entirety, and makes learning become more directed and focused.

7. Students' Learning Strategies in Speaking

3.1 Memorizing vocabulary

Vocabulary is one of the main things and very important in practicing speaking. Increasing vocabulary can be done in various ways. Every student has their own style in helping them to increase vocabulary. And the basic skill that must be possessed by them is the ability to memorize well. In this case, IA stated “I really like to memorize, sometimes make small notes and I can take them every day, for example, in the status of WhatsApp, Facebook and other social media, so that every time I open the media I can see the vocabulary and memorize it”. Similarly, CR added “I usually look for difficult words in the dictionary and then I write it on the small paper and I stick it out beside my bed, so every time I wake up and every time I want to sleep, I see that, and that affects to my vocabulary”.

When it comes to vocabulary, someone's need is a fairly good command over the English language to help he or she hold a conversation with people whom he or she interact with. Reading novels and watching movies can be another activity to increase vocabulary. HF suggested “I memorize vocabulary through

reading novels at Wattpad, there are many new and difficult to understand vocabulary. Besides that, I watched cartoons, because cartoons still use good language and are easy to understand”.

Based on the interview results it can be seen that they have their own way of memorizing vocabulary, for example, making small notes on the social media to remember new vocabulary, making small note to memorize difficult words and stick it on the place that is often seen. Another way is reading novels and watching cartoons to get new vocabulary.

3.2 Practicing pronunciation

Pronunciation refers to the way in which we make the sound of words. Pronunciation is important aspect in speaking. They also have a variety of efforts in improving pronunciation. IA suggested “I prefer to talk to people who are more proficient and the pronunciation is better than mine, so I can learn how to pronounce English words correctly”. Further, they said that when they got wrong in practicing pronunciation they will open their dictionary to check it. As CR said “my is hobby singing, so I often sing English songs, even though sometimes it was wrong, if my friend said it was wrong, I immediately opened my dictionary and checked the correct pronunciation”. SA clarified “The first thing we do to smooth the pronunciation is to know the rules of the word accent, know the rules of the letters. This way is easy, I hear the pronunciation using my dictionary and native speakers”. Meanwhile, some of them are learning online on Youtube by listening native speakers or listening pronunciation from music and movies. As MI stated “I often hear it from music, from movies. That way I can see the

pronunciation style and also from the lecturer when speaking. I also learn pronunciation from Youtube”. In addition, HF added “In fact, I am more interested in the British accent than America, although it is more difficult to understand, but I try to learn English by repeating every word that is said by native speakers”.

Based on the results of the interview, it can be concluded that the participants chose to speak to someone that was more proficient in pronunciation in order to increase the pronunciation of words. Some of them also learn pronunciation from singing English songs, learning pronunciation from dictionaries, watching videos and English films to hear the pronunciation and then repeat it. Some of them also learn through learning videos on Youtube and from native speakers.

3.3 Rehearsing fluency

Fluency is another important category in skill speaking. Fluency is the ability to read a text accurately, quickly, and with expression. To sharpen the fluency the students did some strategies. Some of them imitate from native speaker to practice fluency. In addition, they also practice with their lecturer. In this case, IA said “to sharpen fluency, usually I imitate the native speaker style when I say the word”. In the same way, CR clarified “as I said before I rather to speak with native speaker, but actually to speaking itself does need someone to talk with, but we can also do monologue in front of mirror to increase fluency” . HF also suggested “I only practice a lot, by chance at home, I have an older sister

who also speaks English”. Repetition is a literary device that repeats the same words or phrases a few times to make an idea is clearer and more memorable. CR suggested “I practice every day, for example, if I find difficult words then I repeat it over and over until it is correct. And I will use it for sentences too”.

Based on the results of the interview, it can be seen that the students rehearsing the fluency of speaking by imitating the native speaker style, by often communicating using good English with relatives, friends and lecturers. Repeat difficult words and often use them in other sentences, and doing monologue in front of mirror.

8. Students’ Obstacles in Speaking

Participants claimed that there were some obstacles in improving their speaking skills. The obstacles they face are also various. HF suggested “the difficulty is because I have a lack vocabulary when I want to convey an important thing to friends or lecturers but I am not confident enough because of my limited vocabulary. So sometimes I mix it with Bahasa”. In the same way, IA also suggested “maybe for the first stage, I have difficulty understanding vocabulary. The second stage, the speed part in conveying something. In fact, some students claimed that grammar was difficult to master. In addition, NA continued “I have difficulty with grammar and matching words, these are still difficult for me”. Similarly, SA also added “the difficulty is in grammar, I am still poor in grammar, so if I want to say something, I am afraid if my grammar is wrong, so it cause my speaking become stuck”.

Based on the results of the interview it can be concluded that some of the obstacles faced by these students in speaking practice are lack of vocabulary, poor in grammar and word matching.

9. The Influences of Strategies on Students' Achievement in Speaking

Strategy is very important to sharpen English language skills, in this case speaking. Many benefits are gained by students when using the strategies.

5.1 Responsive in conversation

Conversation is the spoken exchange of ideas, observations, opinions, or feelings between people. Based on the results of the interview, participant's perceived that he become more responsive in doing conversation. As IA said "I think it affects me, because previously when I want to speak I should think it first, but now after I use the strategies it really give me positive impact because by speaking without thinking too long makes me more responsive in speaking". In this case, the students get think faster and expedite their speech. Therefore, it support students to have good conversation.

5.2 Build a good communication

Communication is a process of sending and receiving information among people. It helps to spread knowledge and information among people. As CR answered "I try to do conversation with my friend, by doing that, not only me can practice my speaking but also my friend. We are learning together so we can get more knowledge and it is really influential". Communicating helps people to express their ideas and feelings, and at the same time, it helps people to

understand emotion and thoughts of the others. As a result, it will develop good interaction toward other people, and positive or negative relationships will be created.

5.3 Have a good Self-Confidence

Confidence is one of the very important attitudes to learn. Based on interview, confidence is a must have aspect in performing something in front of people, especially in speaking. In this case SA explained “Alhamdulillah, it is influential, especially in terms of speaking and confidence. The most influential thing is I am confident to perform in front of the class and by confident in speaking knowledge that I have can be delivered to the friends, lecturer, and society”. Self-confidence can be formed if students have good ability in speaking, availability of variability that was provided and ability to deliver good information. If they get self confidence, so they are confident to appear in public places, such as class, community, etc.

5.4 Improved pronunciation

Pronunciation is an essential part of good communication. Based on the interview 3 participants agreed that language learning strategies increase their pronunciation. IA suggested “I prefer to speak with people who have good pronunciation than me, I see how they speak and spell pronunciation. Automatically, my pronunciation is getting better”. Furthermore, CR added “I like singing, if my pronunciation is wrong I try to listen on Kamusku application so I

can correct my wrong pronunciation”. NA continued “I often hear native speakers or watch movie then I practice it, so I can increase my pronunciation”. Pronunciation is definitely the biggest thing that people notice when someone is speaking English. Based on statements above, participants claimed that their pronunciation was improved by doing some activities such as talking with someone who is more proficient than him, listening pronunciation from application to correct mispronunciation, and practice by listening native speakers or watching movie.

5.5 Increased vocabulary

Vocabulary is an important aspect of language and communication skills, in order to become a good English speaker, students should master many vocabularies. Based on the interview, three participants agreed that language learning strategies increase their vocabulary. NA assumed “by often doing memorize vocabulary, previously my vocabulary was initially still basic, over time it become even more. Meanwhile, HF argued “by reading novel in Wattpad it can increase my vocabulary, because in that application there are many difficult words, so it makes me want to know the meaning of those words. In the same way, CR added “ if I do not know the meaning of a word, I write it on the small paper then I stick it out beside my bed, so everytime I wake up I see it and memorize that word and it really affected to my vocabulary”. Vocabulary is one of important aspects in speaking, because if someone does not have enough vocabulary he or she cannot convey or deliver idea in speaking. Based on the results, participant claimed that their vocabulary was increased by doing

memorize vocabulary, reading novel to remember difficult or new words and making small notes to memorize vocabulary.

5.6 More fluent in speaking

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Based on the interview, two participants agreed that language learning strategies they use give impact to their fluency in speaking. IA stated “when I see English video, I try to imitate how is the pronunciation, so I can more fluent in expressing sentences. Besides, CR assumed “everyday I practice my fluency from the wrong pronunciation until it become correct so it can be used in sentence. As a result, gradually I am more fluent in speaking without any doubt. Fluency is the ability to link people thoughts together using connective words and phrases the way native speakers do. The results of interview showed that students become more fluent in speaking since they were practicing fluency by doing imitation and repeat difficult words that are make them speak fluently.

Based on the results of the interview, it can be seen that the strategy greatly influences students in increasing speaking skills, for example, they become responsive in conversation, build good communication, have a good self-confident, improved pronunciation, increased vocabulary, and more fluent in speaking. Therefore, language learning strategies give positive impacts for students’ speaking ability and of course it really helps students in increasing their achievement in speaking.

B. Discussion

The purpose of this research is to provide applicable learning strategies for students in speaking class and to investigate the influence of learning strategies towards students' achievement in speaking. This research explores students' opinions at the Department of English Language Education at Ar-Raniry State Islamic University Banda Aceh. The research findings based on the data obtained from the in-depth interview and it attempted to answer the questions of the study.

Based on the analysis of the results of interview that have been done, it can be seen that there are some perceived influence in terms of using strategies in learning speaking. There are some factors that make students interest to learn speaking, such as they have a lot friends to talk, the lecturer is very nice, caring, and fair, they love English since junior high school, speaking can facilitate discussion and improve English speaking skills and develop vocabulary, and also because one of them required to speak foreign language when she is in the dormitory. However, environmental factors are one of the key factors that can greatly influence the habit of speaking English for each student.

It can be seen that the strategy greatly influences students in improving speaking skills, for example, they become responsive in conversation, build good communication, have good self-confident, the pronunciation is getting better, increased vocabulary, and more fluent in speaking. Then the strategy is important so as not to cause misunderstanding, facilitate the practice of speaking and can

achieve one goal in its entirety. Various strategies used include memorizing vocabulary (by reading novel, watching movies or cartoon, writing small note, looking up to dictionary application), practicing pronunciation (talking with friend, native speakers, or lecturer, imitating native speaker, singing, listening to the music, and watching youtube, and rehearsing fluency (talking with friend, native speaker, or lecturer, doing repetition, and practicing difficult word and pronunciation).

Oxford (1989, cited in Ellis, 1994, p. 531) noted that language learning strategies refer to specific actions or behaviors of the learners which could enhance their language learning, thus making it faster, easier, more effective and more self-directed. According to Weinstein and Mayer (1986, p.315). In other hand, Chamot (1987) added “learning strategies are techniques, approaches or thoughtful actions that students take to the learning and recall both linguistic and content area information”. In other word, strategies are the ways or actions that the students have in preparing them for their learning.

Speaking can be considered as the productive skill of the oral communication which involves other people in conveying the information by pronunciation the words. Speaking is also used to deliver the idea which aims to gain the knowledge. Learners need to be able to know English orally to enhance their English competence because, in common sense of people’s viewing, and speaking is one of the crucial parts.

Learning strategies were affected and helped students to learn by using their own learning strategies which can make them aware to learn speaking. Showed by

these findings that there were some factors influenced their learning strategies such psychological factor, a factor of the teacher, a factor of the task, a factor of environment and social factor. Furthermore, in enhancing students' speaking performance the teacher and lecturer also have roles in term of helping students to speak English.

Learners should be able to speak an intelligible foreign language, that is to say, listeners need to understand the learner's message without huge efforts; learners also need to be successful in a 'specific communicative situation' (Goodwin, 2001); they need to 'gain confidence in their ability to speak and be understood' (Goodwin, 2001); and finally, they need to monitor and control their own production by paying attention to their own speech. Goodwin specified those abilities that learners need to acquire through certain linguistic features that can be practiced: Intonation, rhythm, reduced speech, linking words, consonants and vowel sounds, word stress, etc. These are concrete speaking aspects in which learners should be trained in order to improve their speaking skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusion and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestions are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusion

In accordance with the analysis of the research findings and the discussion, the writer concluded that, firstly, there are some factors that make students interested in speaking, such as the environment, they like to practice when they have people to talk with, especially in the classroom. Besides, while teaching and learning process in the class, the lecturer is very caring and good, so that it can encourage students to be more active in learning speaking. Moreover, they also want to develop their vocabulary, especially if a lecturer asks them to discuss something in the classroom and they can develop vocabulary by speaking. Furthermore, one of them wants to be a good speaker since she has been practicing to speak since she was in Ma'had. Secondly, all participants agree that strategies are really important in learning because through a certain learning strategy, students can connection all subject in English such as reading, grammar, and writing. Speaking also can facilitate dissussion and makes learning is more

directed and focused. Thirdly, there are some strategies applied by students in speaking practice, such as in increasing vocabulary, they write notes, read novels, watch movies, and memorize vocabulary. Then to enrich their pronunciation skills, they sing English songs, look at new vocabularies through online dictionary application, and watch videos or movies. Furthermore, to sharpen fluency skills, they tend to talk or practice with friends, natives, or lecturers. They also make some corrections repeatedly if there mispronunciation. Fourthly, the strategies applied by students affect their speaking ability, such as they become responsive in conversation, build good communication, have a good self-confident, improved pronunciation, increased vocabulary, and more fluent in speaking. Lastly, all of students still found difficulty in speaking such as lack of vocabulary, error in grammar, mismatching word, and lack of confident.

B. Suggestion

There are some suggestions that can be proposed to the lecturers and students. It is suggested for all lecturers that teach speaking topic to discover the language learning strategies of their students and help them balance the strategies used by the students based on the students need and preference. The lecturers should adapt the teaching strategies with the students learning strategies to enhance the students' achievement in learning, especially in speaking. For the students itself, they should know what strategies that can help them increase their speaking skills. The students should be able to choose strategies they need in learning speaking and analyze which strategies give better effect on their own learning.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11424/UN.08/FTK/KP.07.6/11/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 April 2017

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-2459/UN.08/FTK/KP.07.6/03/2018 tanggal 5 Maret 2018

Menunjuk Saudara:

1. Habiburrahim, S.Ag, M.Com, MS, Ph.D
2. Khairil Razali, S.Pd.I., MA., MS

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Fitri Rahmawati
NIM : 231324340

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Influence of Language Learning Strategies toward Students' Achievement in Speaking

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 1 November 2018

An. Rektor

Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 4629 /Un.08/FTK.I/ TL.00/04/2018

25 April 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Fitri Rahmawati
N I M : 231 324 340
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. H.Ibnu Sa'adan No. 06, Ds. Peunyerat Kec. Banda Raya Banda Ace

Untuk mengumpulkan data pada:

UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Language Learning Strategies toward Students' Achievement in Speaking

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,


Sri Suyanta



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

SURAT KETERANGAN

No: B-189/UN.08/KJ.PBI/TL.00/06/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-4629/Un.08/FTK.I/TL.00/04/2018 tanggal 25 April 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Fitri Rahmawati
NIM : 231 324 340
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Influence of Language Learning Strategies toward Students' Achievement in Speaking

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 05 Juni 2018

An. Ketua Prodi Pendidikan Bahasa Inggris

Saiful Akmal

INTERVIEW GUIDES

1. Are you interested and motivated to practice or learning speaking? Why?
2. What factor that makes you enjoy to speak English?
3. Do you think language learning strategies is important in speaking? Why?
4. What strategies do you use in speaking?
5. Is your speaking ability improve after applying that strategy?
6. What activities that you do to sharpen your speaking ability?
7. Do you have any difficulties in speaking or using those strategies?
8. What do you do to increase your vocabulary? Is it affect your speaking ability?
9. What do you do to improve your pronunciation? Is it affect your speaking ability?
10. What do you do to understand grammar? Is it affect your speaking ability?
11. What do you do to improve your fluency? Is it affect your speaking ability?
12. What is the lecturer role to you in helping to improve your speaking ability?

AUTOBIOGRAPHY

1. Name : Fitri Rahmawati
2. Place/Date of birth : Banda Aceh, 6 February 1995
3. Religion : Islam
4. Nationality : Indonesian
5. Sex : Female
6. Marital status : Single
7. Occupation : Student
8. Student's Reg Number : 231 324 340
9. Address : Jl. H. Tgk. Ibnu Sa'adan, Ds. Peunyeurat,
Kec. Banda Raya, Banda Aceh
10. Email : fitri_rahmawati12@yahoo.com
11. Parents' names
 - a. Father's Name : Muhammad Nasir
 - b. Mother's Name : Asiah
12. Educational Background
 - a. Elementary School : MDN 110 Percontohan Banda Aceh (2001-2007)
 - b. Junior High School : SMP 19 Percontohan Banda Aceh (2007-2010)
 - c. Senior High School : SMAN 2 Banda Aceh (2010-2013)
 - d. University : UIN Ar-Raniry Banda Aceh (2013-2019)

Banda Aceh, January 16th, 2019

Fitri Rahmawati