

Naskah Publikasi

**Senior High School Students' Difficulties and Learning Strategies in Learning English
Speaking Skills**

A Skripsi

Submitted to the Faculty of Language Education

In a Partial Fulfillment of the Requirements

For the Degree

Of Sarjana Pendidikan



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2018

Approval Page

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Abstract

Language learning strategies (LLS) are the ways to help the learners in mastering English speaking ability. This study was purposed to investigate the common students' difficulties and to find out the common learning strategies employed by students of a private senior high school in Yogyakarta in learning English speaking skills. This study used quantitative approach and applied survey as the research design. The data were collected by means score of a questionnaire. In this study, 25 close-ended questionnaire items were used as the collection method. In which 174 students were involved in this study. The results of this study showed that the difficulties in learning English speaking skills which were included in the ten aspects namely confidence, grammar, vocabulary, pronunciation, nervousness, fear making mistake, negative response from others, motivation, interaction, and un-interesting topic. The private senior high school students in Yogyakarta faced pronunciation as the common difficulties in learning English speaking skills. Furthermore, the students also applied the certain learning strategies including metacognitive, memory, cognitive, and affective strategies to learn English speaking skills. The results also revealed that metacognitive strategies were the strategies used by students of a private senior high school in learning English speaking skills.

Keywords: Language learning strategies, students' difficulties in speaking English

A. Introduction

Speaking in learning English is very important for learners because it is a vital communication skill. According to Gani, Fajrina, & Hanifa (2015), “speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself” (p. 19). The Board of National Standards for Education (Badan Standar Nasional Pendidikan) or BSNP (as cited in Abdullah, 2016, p. 309) in Indonesia argued that speaking is a crucial skill that is needed in the wider world of work. Speaking skills are measured to complete a conversation in a language especially in EFL. In Indonesia, English is used and taught as foreign language. Even though English is difficult language to learn and to use, it keeps attracting people to learn English, especially the English speaking skills.

Nowadays, most of senior high school students are learning English speaking skills using their-own learning strategies in their learning process. Language learning strategies are commonly explained as the processes that learners choose or employ to reach their achievement in learning process. During the internship program at a private senior high school of Yogyakarta, the researcher found some students facing difficulties or challenges in learning English speaking skills; for instance, there are some students less participated in English learning process, it means that they may have some difficulties or problem when they speaking English in the classroom. Less participation in speaking make them having low achievement in the classroom. On the other hand, some students at a private senior high school in Yogyakarta were active in speaking English. Students who were active in speaking English may also have good achievement in the learning process.

Moreover, in learning English speaking skills, there are some difficulties faced by students. However, some students are fluent in speaking English. In fact, at one of

a private senior high school in Yogyakarta, some students were active and fluent in speaking English during teaching and learning process. These facts were found while the researcher had an internship program to be an English teacher at one private senior high school in Yogyakarta; the researcher observed the learning environment including students' response in speaking English.

The researcher is interested with the students who speak English actively and fluently in the classroom. Based on the researcher's observation, some proficient students seem to apply certain strategies in learning English speaking skills. On the other hand, there are some strategies in learning English speaking skill can be seen from the students' learning process. According to Oxford, (1990, p.8) (as cited in Ghani, Fajrina & Hanifa, 2015, p. 19), students can choose their strategies while learning or using the second language that affects their learning process; "steps taken by the learners to make language learning more successful, self-directed and enjoyable". There are so many types of learning strategies used by individual of different background, such as the differences of age, behavior, environment, motivation and the aim of the learners. So if students think more critically, they can consider what the suitable of learning strategies are in learning speaking skills for their own-self successful. It can employ many students to know and be able to be good at second language learning.

After observing the students, the researcher was interested to explore the students' strategies in learning English speaking skills. The researcher was getting inspired to conduct a study on this field because the researcher is doing teaching practice or the Internship Program in one of a private senior high school in Yogyakarta. In other word, the researcher explored the condition of students at that school and there were some students who were good at English speaking skills when

they used strategies in learning English speaking skills. In addition, the researcher chose this field because she wanted to explore the student difficulties and learning strategies employed by students of a private senior high school in Yogyakarta in learning speaking skills.

B. Research Methodology

This study used quantitative approach. The researcher chose quantitative approach as the research method because quantitative approach collects the data from a large number of people using instruments with preset questions and responses. Cresswell (2012) stated the larger number of individual respondents, the stronger the results that can get. In this study, the researcher used survey design as the research design because this study aimed to look for the trends and tendency of students' difficulties in learning English speaking skills and strategies employed by students at a private senior high school in Yogyakarta in learning English speaking skills.

Private senior high school students were the population in this research. The researcher chose students of grade 11th at a private senior high school in Yogyakarta as the target population in this research. The researcher chose the private senior high school students' as the population because the researcher had experience when doing teaching practice in internship program, so researcher obtained the condition of population in that school. In addition, the researcher chose 11th graders students because they were easier to be the respondents than 12th and 10th grader students. One of the English teacher in that school said that 12th grader students were busy in preparing national exam and 10th grader students does not have more experience than 11th grader students in learning English speaking skills. Indeed, 11th grader students have more experience in learning English speaking skills because one of English teacher in that school focuses their students' in English speaking skills. There were 7 classes of 11th grades at a private senior high school in Yogyakarta. It consists of 4 classes from science program and 3 classes from social program. Therefore, the total number of population in this research was 214 students. The researcher chose random sampling as the sampling technique because according to Cresswell, (2012). In a

study, every respondent of the population has the same chance of being selected. The actual number of respondents used in this study was 174 students.

This research used questionnaire as the instrument of data collection method. According to Cohen (2011), questionnaire was a useful instrument for collecting survey information because the researcher can get the data without his or her presence. In this study, the researcher used structured questionnaire (close-ended) as the types of the questionnaire because the researcher want the respondents can only choose one answer in every questionnaire items. The researcher adopted the questionnaire from related studies about students' difficulties and learning strategies in learning English speaking skills.

C. Results and Discussion

The Difficulties Faced by Students of a Private Senior High School in Yogyakarta in Learning English Speaking Skills.

The first research question was “what are the common difficulties faced by students of a private senior high school at Yogyakarta in learning English speaking skills?” The mean score for each student’s difficulties in learning English speaking skills. Firstly, pronunciation (M=3.05), vocabulary mastery (M=2.90), interaction (M=2.80), making mistake (M=2.77), nervousness (M=2.77), grammar (M=2.76), confidence (M=2.67), negative response from others (M=2.66), un-interesting topic (M=2.64), and motivation (M=2.56). The total mean score of ten difficulties is 2.75. Based on the results of this study, it can be concluded that from ten of the students’ difficulties in learning English speaking skills belongs to “moderately difficult” category, since the mean score of each students’ difficulties was higher than 1.00-2.00 and was lower than 3.01-4.00. Hence, the “pronunciation” became the highest mean score of the students’ difficulties and belongs to “highly difficult” category. It can be concluded that “pronunciation” was the most frequently faced by students of a private senior high school at Yogyakarta in learning English speaking skills because students often pronounced word inaccurately in speaking English.

Learning Strategies Employed by Students of a Private Senior High School in Yogyakarta in English Speaking Skills

In this study, there were five learning strategies, namely metacognitive strategies, affective strategies, cognitive strategies, memory strategies, and social strategies. Based on the category of learning strategies in speaking English, from five learning strategies, there was one learning strategies (metacognitive strategies) belongs to “often” category since the mean score higher than 3.00 and it can be

concluded that metacognitive strategies often applied by students of a private senior high school in Yogyakarta in learning English speaking skills. Furthermore, there were three learning strategies belongs to “rarely” category, since the mean score of each strategies were higher than 1.00-2.00 and lower than 3.01-4.00. It can be concluded that three learning strategies (affective, cognitive, and memory strategies) were the strategies rarely applied by students of a private senior high school in Yogyakarta in learning English speaking skills. Besides, from five strategies, there was one strategy belongs to “never” category, it was social strategies. Social strategies belong to “never” category; since the mean score was lower than 2.00. It can be concluded that students of a private senior high school in Yogyakarta never applied social strategies when they learnt English speaking skills. Furthermore, since the mean score of metacognitive strategies was the highest mean score of students’ learning strategies category, metacognitive strategies become learning strategies more frequently used by students of a private senior high school in Yogyakarta in learning English speaking skills since the students often pay attention, evaluate the learning English speaking skills.

D. Conclusion

In conclusion, the aims of this study were to investigate the common students' difficulties and to find out the common learning strategies employed by students of a private senior high school in Yogyakarta in learning English speaking skills. Based on the results and discussion above, it can be summarized that the private senior high school students in Yogyakarta faced the difficulties in learning English speaking skills including grammar, vocabulary mastery, interaction, motivation, nervousness, confidence, making mistake, negative response from others, pronunciation, and uninteresting topic. Hence, pronunciation was the common difficulties faced by students in learning English speaking skills.

Furthermore, in speaking English the private senior high school students in Yogyakarta applied certain learning strategies, including metacognitive, cognitive, affective, and memory strategies. Metacognitive strategies become the common learning strategies applied by private senior high school students in Yogyakarta in learning English speaking skills.

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