EXPLORING SPEAKING LEARNING STRATEGIES USED BY PROFICIENT STUDENTS OF TWELVE CLASS AT A STATE SENIOR HIGH SCHOOL IN JAKARTA

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Abstract

The aims of this research was to explore speaking learning strategies used by proficient students of twelve class at a state senior high school in Jakarta in 2022/2023 academic year. This research provide one research question: what is speaking learning strategies used by proficient students of twelve class at a state senior high school in Jakarta? The study was conducted by using quantitative research as the research design. The participants of this study were 72 top grade students of science and social class of a state senior high school in Jakarta. The instruments used in this study were speaking learning strategy questionaire that indicate speaking learning strategies proposed by Oxford (1990). The findings of this study found that proficient students of twelve class at a state senior high school used speaking learning strategies had 2,8 medium usage level of speaking learning strategies with the frequent speking learning strategies was metacognitive strategies in 3,2 medium usage level, second was affective strategies in 3,1 medium usage level, and the third was compensation strategis which had 2,9 medium usage level. So it could be conclude that metacognitive strategies was the dominant speaking learning stategies used by top grade of twelve class at a state senior high school.

Keywords: Proficients Students of Twelve Class; Speaking; Speaking Learning Strategies

INTRODUCTION

As much as planning a war to win, learning speaking requires a strategy too. Language learning strategies are the way people enhance someone speaking skill by using several strategies, Oxford (1990) classified two main classes of language learning strategies with three subdivided for each classification, those are direct strategies: memory, cognitive and compensation; and indirect strategies: metacognitive, affective and social. Students can control their learning with the aid of metacognitive methods. While social techniques improve engagement with the target language, affective strategies focus on the students emotional needs, such as confidence. Memory strategies are used to store information, while compensatory strategies assist students in filling in knowledge gaps so that communication can continue. Cognitive strategies are the mental techniques students use to make sense of what they are learning. Nowadays, Speaking in English fluency among senior high school students in Indonesia remains a concern. (Gani, et al., 2015). According to Indonesia's recently implemented 2013 curriculum, students should be able to convey both interpersonal and transactional communication in a context relevant to daily life, and then understand and utilize language effectively in line with the scenario. They undoubtedly encounter barriers to communicating effectively, such as bad grammar, weak or inconsistent pronounciation, and a lack of vocabulary (Heriansyah, 2012). Speaking of learning strategies, it is true that Chang (2011) asserts that they play a crucial role in the learning process. By using the appropriate strategy, students can quickly resolve their learning issues. They obviously face obstacle that bothered them to be competent in speaking; such as poor grammar,

weak or unusual pronounciation, and lack of vocabulary (Heriansyah, 2012). However, speaking learning strategy important to be learned, it lines with Chang (2011) state that learning strategies have an important role in learning process, because by using the right strategy so students can solve their learning problems quickly. As Rubin (in Rahmi, Annisya 2018) claims, knowing the strategies used by "successful learners" might help "unsuccessful learners" use strategies that are valid and have been successful, knowing the learning strategies used by proficient students may also help students dealing with their learning difficulties. As a result, the focus of the current study is on the speaking learning strategies employed by the top students in a class of twelve at a public senior high school in Jakarta. Reseach on learning startegies used by proficient students has been conducted in several years especially with proficient EFL students in university speaking learning strategy (Patmawati, et al., 2018; Saputra & Subekti, 2017; A. Gani, et al., 2015; Wael, et al., 2018; Syamsir, 2017). They found out that proficient EFL university students use one or mixed learning strategies from Oxford (1990) based on their answer to the provided questionaire that reflects a speaking leaning strategies by Oxford (1990). From that conducted research about learning strategies, the exploring speaking learning strategies used by proficient students of twelve class at a state senior high school are still limited. Therefore this presents study aimed to analyse speaking learning stategie used by proficent students at a state senior high school in Jakarta to fill the void. And through previous researches, the purpose of this research is to find out what is speaking learning strategies used by proficient students of twelve class at a state senior high school. Then from that context, this study will examine speaking learning stategies use by proficient students of twelve class at a state senior high school.
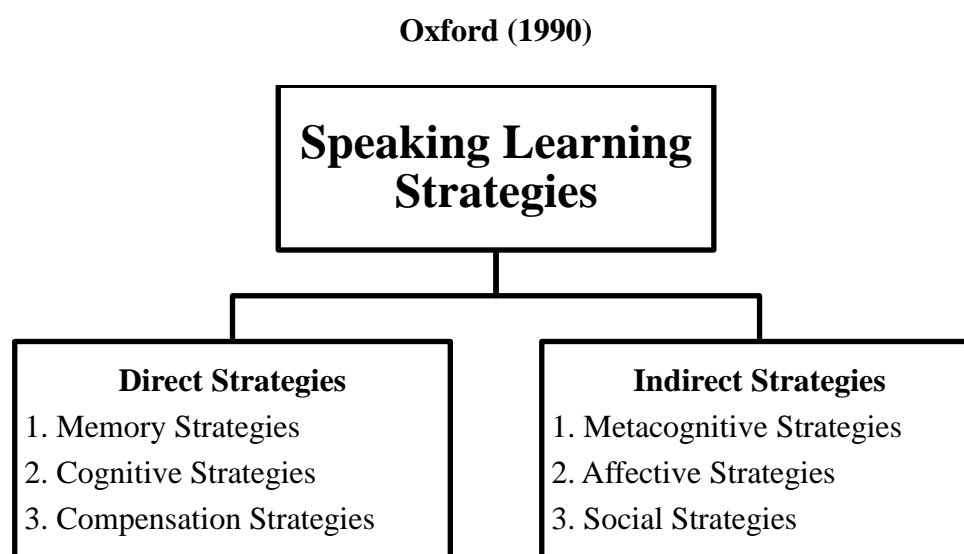
Oxford (1990)

Figure 1. Speaking Learning Strategies

Speaking is one of four English skills that need the most attention out of all of them. According to Harmer (2001), speaking is one of the subjects in English. The pupil must pronounce words correctly if they want to talk clearly. Additionally, they require intonation even in business or social interactions. According to Harris (in Mairi, 2008:15), there are five factors that can affect a student's ability to talk, as determined by an analysis of their speech process, and they are as follows:

    a. Vocabulary

        A solid vocabulary basis is needed for speaking. It's vital to know what one is talking about and be able to communicate with others. One cannot communicate in a language

if they do not comprehend its vocabulary. If someone does not know how to use words, they would likewise not be able to speak clearly. In addition, he makes it clear that vocabulary has four parts. First, the terms' definitions. The second method involves studying words in spoken context to understand how they are utilized. Prefixes, suffixes, and root words make up the third group of words. In the last type of analogy, two word pairs are compared, and the pair that makes the most sense when spoken is chosen. To put it another way, vocabulary can also be thought of as the total number of words used in a language. The more words a speaker is able to comprehend, the more themes he can consider and methods he can express himself to communicate successfully.

b. Grammar

Linguistics defines grammar as a set of logical and structural rules that govern how sentences, phrases, and words are put together in a certain natural language. By comprehending and being aware of grammar principles, one can speak in grammatically correct sentences. Grammar errors are a symptom of a speaker's ignorance of spoken language mechanics, whilst good grammar could be a sign of a speaker's education and familiarity with its rules. To construct grammatically correct phrases and speak English successfully, one needs be familiar with the normal English sentence pattern. The speakers must also be aware that the main objective of grammar is to make it easier for people to communicate their ideas and thoughts through language. If they are unable to understand, communicating is pointless. As a result, it struggles to effectively convey its message when speaking.

c. Pronounciation

Pronunciation is a critical component of speaking skill since it helps the listener understand what you are saying. Additionally, it argues that intonation, which may be compared to the melody of the language depending on the context and content of the communication, word stress, sentence stress, rhythm, and pronunciation of individual sounds are the five key areas of difficulty in pronunciation. Rhythm is crucial to preserving the language's flow.

d. Fluency

The ease or flow with which sounds, syllables, words, and sentences are spoken is referred to as fluency. It's important to speak clearly when conveying information. The more disfluent the speech is, the more difficult it is for the speaker and the interlocutor or listener to conduct an effective conversation. Similar to how grammar and vocabulary are indicators of a knowledgeable and educated EFL learner, speaking fluency is. Fluency helps the speaker persuade and even impress listeners with his or her assured and unambiguous speech. Following this discussion, a particular subsection of the chapter will be devoted to fluency for greater comprehension.

e. Comphrehension

Comprehension determines whether the message is intelligible or not. The speaker and listener can have effective communication if the listener comprehends what the speaker is discussing. This element is crucial to speaking because communicating ideas is the main goal of speaking. Speaking, in essence, is the capacity to verbally express ideas, thoughts, and feelings through conversation with another person.

Language learning strategies are steps to enhance the speaking skills by using several strategies. Language learning strategy have been researched and classified before (O'Mailey, 1985; Rubin, 1987; Oxford, 1990; Stern, 1992) and their classification are presented as follows:

a. O'Mailey's (1985) Language Learning Strategy Classification

O'Mailey (1985) classified language learning strategies into three classification as follows:

1. Metacognitive strategies
   O'Mailey (1985) stated that metacognitive strategies is language learning strategies used to organize and consider the learning, manage the output and comprehension well as an evaluation after completed an activity.
2. Cognitive Strategies
   O'Mailey (1985) pointed out cognitive strategies is strategies used a direct manipulation to involved the learning process, e.g deduction, translation, and repetition.
3. Socio-affective Strategies
   Socio-affective strategies is strategies that deal with social interaction (O'Mailey, 1985).

b. Rubin's (1987) Language Learning Strategy Classification
   Rubin (1987) classified language learning strategies into three main classification such as: Learning Strategies, Communication Strategies, and Social Strategies. The description below are the description:
   1. Learning Strategies according to Rubin (1987) is strategies that are indirectly the process of learning (indirectly) or those are directly related to learning (directly).
      1.1. Cognitive Learning Strategies
         Rubin (1987) means cognitive learning strategies as mentoring, memorizing, practicing, and carification.
      1.2. Metacognitive Learning Strategies
         Whereas Rubin (1987) means metacognitive learning strategies as self management and setting goals.
   2. Communication Strategies
      Hismangolu (2000) stated that communication strategies are strategies that applied to handle miscommunication.
   3. Social Strategies
      Social strategies are used in case individuals need to practice their knowledge (Hismangolu, 2000)

Oxford (1990) classified language learning strategy into two main category. Each of category consist of sub-categories:
1. Direct Strategies: a. Memory strategies
                       b. Cognitive strategies
                       c. Compensation strategies
                       d. Communication strategies

   As Oxford and Crookall (1989) pointed out, direct strategy can be defined with firstly, memory strategies is a technique that helps learners get new information through memory and repeat it later. Secondlu, cognitive strategies needed manipulation or transformation from language with some direct ways like note taking. Thirdly, compensatiom strategies is a technique with using habit in case of getting the missing knowledge. And forthly, communication strategy can happen besides using speaking skill.

2. Indirect Strategies: a. Metacognitive strategies
                        b. Affective strategies
                        c. Social strategies

   Whereas indirect strategies based on Oxford dan Crookall (1989) defined as firstly, metacognitive strategies or can be called beyond cognitive strategies used to

provide control in learning process. Secondly, affective strategies is technique to train better control in students emotion. Lastly, social strategies is technique that needed others in language learning process.

There are total five learning strategies classified by Stern (1992):
1. Management and Planning Strategies
   Strategies are applied reasonable goals, choose better techniques and methods, and evaluate themselves individually in learning.
2. Cognitive Strategies
   Strategies that related the learning with requisite problem solving and anysis procedures such as memorization, clarification, etc.
3. Communicative-Experiantal Strategies
   Strategies applied to direct the overflow of communication.
4. Interpersonal Strategies
   Strategies that use to evaluate the individual performance by the learner.
5. Affective Strategies
   Strategies applied by learner to deal their own emotional problems.

Speaking learning strategies are actions to improve speaking abilities by utilizing various techniques. This study makes use of Oxford's theory of speaking learning techniques (1990). The table below details some helpful speaking learning techniques Oxford offer:

Table 1. Direct Strategies

Strategies Group	Strategy Set	Strategy
Memory Strategies	creating mental linkages	grouping
		associating/elaborating
		placing new words into a context
	applying images and sounds	using imagery
		semantic mapping
		using keywords
		representing sounds in memory
	reviewing well	structured reviewing
	employing action	using physical response or sensation
		using mechanical techniques
Cognitive Strategies	Practicing	repeating

		formally practicing with sounds and writing system
		recognizing and using formulas and patterns
		recombining
		practicing naturalistically
	receiving and sending message	getting the idea quickly
		using resources for receiving and sending the message
	analyzing and reasoning	reasoning deductively
		analyzing expressions
		analyzing contrasively (across language)
		translating
		transferring
	creating structure input and output	taking notes
		summarizing
		highlithing
Compensation Strategies	guessing intelligently	using linguistic clues
		using other clues
	overcoming limitations in speaking and writing	switching to mother tongue
		getting help
		using mime or gesture
		avoiding communication partially or totally
		selecting the

		topic
		adjusting or approximating the message
		coining words
		using circumlocution or synonym

Table 2. Indirect Strategies

Strategies Group	Strategy Set	Strategy
Metacognitive Strategies	centring your learning	overviewing and linking with already known material
		paying attention
		delaying speech production to focus on listening
	arranging and planning your learning	finding out about language learning
		organizing
		setting goals and objective
		identifying the purpose of a language task
		planning for a language task
		seeking practice opportunities
	evaluating your learning	self-monitoring
		self-evaluating
Affective Strategies	lowering your anxiety	using progressive relaxation, deep

		breathing, or mediation
		using music
		using laughter
	encouraging yourself	making positive statement
		taking risks wisely
		rewarding yourself
	taking your emotional temperature	listening to your body
		using a checklist
		writing a language learning diary
		discussing your feeling with someone else
Social Strategies	asking question	asking for claification or verification
		asking for correction
	cooperative with others	cooperating with peers
		cooperating with proficient users of the new language
	emphathizing with others	developing cultural understanding
		becoming aware of others' thoughts and feeling

METHOD

This research use quantitative research survey because researcher aims to find out the speaking learning strategy used proficient students of twelve class students at a state senior high school in Jakarta, what is speaking learning strategy that they used while faced remote learning until placed in a top grade of twelve class in their school. According to Cresswell (2014), quantitative research to testing theories with checking the relationship between variable. And then these variables can be measure, usually on instrument, so all of data could be a analysed using statistic procedure. The survei research use to obtain or collect data about the large population with

using relatively scantier sample. In line with the opinion above, this survey research collect the data from respondents using questionaire.

The research site of this research is at a state senior high school in Jakarta. Researcher choose this site because it is easy to get the needs of data. The participant is twelfth science and social class in this school who survived about two years remote learning but they success placed in the top grade n their school. The researcher choose them because the researcher will be easier to access this school and familiar with the teacher and staff in this school.

Population of this research are top grade of twelve class at a state senior high school who joining science and social class. There are top grade of twelve science and social class, 12 MIPA A and 12 IPS A consist of 36 students of each class so the amount of students are 72 male and female students. Because of the population less than 100 people, 72 students, researcher take 100% of them to be sample. Researcher in this research use the purposive sampling technique. Purposive sampling is a technique used when researchers have multiple considerations in choosing the samples (Arikunto, 2010). So the researcher take top grade of twelve science A and social A class at a state senior high school in Jakarta for the sample.

The researcher used a questionnaire as the instrument to collect the data. Sugiyono (in Mairi, 2008:87) describes the use of questionaires as one type of data analysis technique in which respondents are given a set of questions or statements to respond to. Researchers employ the Rebecca L. Oxford-organized Strategy Inventory of Language Learner (SILL) (1990). For those learning English as a second or foreign language, the Strategy Inventory of Language Learning (SILL) is the appropriate format. There are six parts to this questionnaire. There are memory techniques, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies, which are all examples of language acquisition strategies. When measuring a questionnaire, the Likert Scale is used to assign a score and gauge response. According to Gay (2000:169), the likert scale is intended to solicit an individual's response to a portion of a question or statement. Like ask to respondet choose one answer from the statement with *selalu* (SL), *sering* (SR), *Jarang* (JR), *Tidak Pernah* (TP).

The procedure of this questionaire technique research have some step to follow. Firstly, the researcher contact the school authority in case of asking for permission in collect the data and tell the population needed in collect the data. 72 students total. The researcher take 100% from all of population as a main sample. Secondly, researcher make questionaire in google form/word as a research instrument. And then, researcher distribute the questionaire link via social media or meet eqch other.

Researchers employ descriptive analysis to analyze the data. There are a few steps in this procedure that must be followed: first, gather the information. The questionnaire is given to the responder, and the researcher collects the data. Second, group the data base according to the dominant class. Thirdly, the researcher used a likert scale to analyze the data based on the students' responses. A component of a question or statement is to be responded to using a Likert scale (Gay, 2000:173). Moving each item into a table was the traditional method of tabulating data. Fifthly, determine the level utilization and analyze the information. The researcher analyzed the results of the means from each method with the ratings qualities of Oxford to determine the level of employment of the language learning techniques by the top grade of twelve students.

Table 3. Rating Qualities about the Language Learning Strategies

Rating Qualities	Interpretation
3.5 – 5.0	High usage

2.5 – 3.4	Medium usage
1.0 – 2.4	Low usage

RESULTS AND DISCUSSION

Results

A state senior high school in Jakarta's twelve classes were the subjects of this study during the academic year 2022–2023. The statistics were gathered using a questionnaire that was given to all 72 respondents in the top grade of the senior high school class of twelve between July 1 and August 1, 2022. The following table displays the general profile and calculation of the students' questionnaire replies:

Table 4. Result of Speaking Learning Strategies Used by Top Grade of Twelve Class at a State Senior High School in Jakarta

No.	Speaking Learning Strategies	Total Score	Mean Score	Level of Usage
1	Memory Strategies	181,2	2,5	Medium
2	Cognitive Strategies	196,6	2,7	Medium
3	Compensation Strategies	206,5	2,9	Medium
4	Metacognitive Strategies	230	3,2	Medium
5	Affective Strategies	223,3	3,1	Medium
6	Social Strategies	185	2,6	Medium
Amount		1222,7	17,0	
Mean Score			2,8	*Medium*

According to the aforementioned data, the average score for speaking learning strategies is 2,8, which is also known as the medium usage. To be more precise, the following schema displays an overall perspective on the speaking learning strategies applieed by the top grade of twelve class at a Jakarta state senior high school:
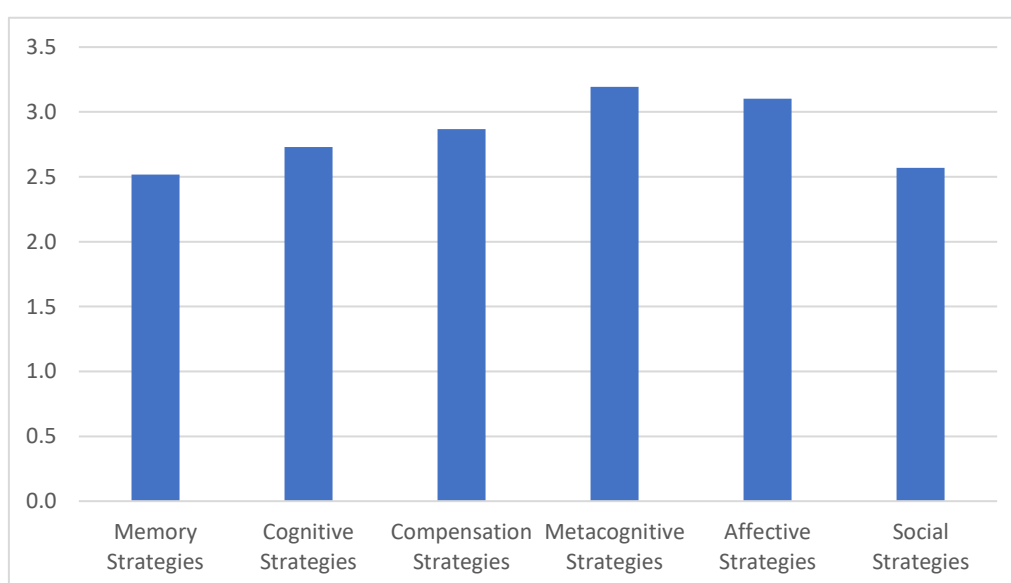
Figure 1. General View of Speaking Learning Strategies Used by Top Grade of Twelve Class Students at a State Senior High School in Jakarta Academic Year 2022

According to the aforementioned figure, metacognitive methods received a 3,2 utilization score, which is the highest of the speaking learning strategies. Affective tactics, 3,1, were the second tactic that was primarily employed by the top grade twelve class. In this study's respondents, 2,9 respondents employed compensation schemes at the third rank. Cognitive learning techniques, which had a 2,7 speaking learning strategies utilization level, were in fourth place. 2,6 utilization levels of the respondents employed social tactics, which were the fifth-ranked strategy. The respondents' lowest utilization level for verbal learning strategies was 2,5 for memory techniques. In short, the top grade of twelve students at a public senior high school use speaking learning methods in their speaking skills English class at medium usage levels across six different speaking learning strategy types.

Discussion

According to data in the findings, the proficient students of twelve at the state senior high school in the 2022–2023 academic year specifically applied speaking strategies at a medium usage level with a means score of 2,8. The top grade in a senior high school class uses six spoken learning strategies, including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The most effective strategy for students to learn speaking is metacognitive, according to their responses to the questionaire on the various tactics. A technique for giving learners influence over the learning process is metacognitive (e.g., strategies planning and evaluating your learning). Oxford (1990) highlights that students can take control of language learning aspects by using metacognitive methods. They are: (1) keeping your learning at the center; (2) organizing and planning your study; and (3) assessing your learning. Memory methods, which had a 2.5 utilization level of speaking learning strategies, are the least common speaking learning strategies utilized by the top grade twelve class at a state senior high school.

CONCLUSION

The goal of the current study is to analyze the speaking learning strategies applied by the proficients students of twelve class at a state senior high school in Jakarta. The average score for speaking learning strategies was 2,8 as the results demonstrate. As a result, the proficient students of twelve class at a state senior high school in Jakarta enrolled in the 2022–2023 academic year applied speaking learning strategies at a medium usage level. Metacognitive learning strategies, with a mean score of 3,2 and a high degree of speaking learning strategies usage level are the most high level strategies applied by proficient students of a twelve-class senior high school in Jakarta registered in the 2022/2023 academic year.

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