AN ANALYSIS OF STUDENTS’ LEARNING
STRATEGIES IN SPEAKING

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Abstract: This study attempted to analyze the students’ learning strategies in speaking. The purpose of the study is to describe the types of speaking learning strategies, the dominant ones. It was presented a qualitative descriptive research. The sources of data were taken from students of Potensi Utama University which located at Jl.K.L.Yos Sudarso, Km. 6.5 No. 3A Tanjung Mulia Medan. Twenty three students were taken as subject of this research. The data were collected by used questionnaire. Based on the obtained information, the data were analyzed. The data analysis found out the findings indicates that were 6 learning strategies (memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, affective strategy, social strategy) in speaking by the students. They were used; 3 students (13%) in memory strategy; 13 students, (57%) in cognitive strategy; 3 students (13%) in compensation strategy; 1 student (4%) in meta-cognitive strategy; 2 students (9%) in affective strategy; 1 student (4%) in social strategy. It was found that, cognitive strategy was dominantly applied. The finding shows that this study has significance implications in teaching and learning English especially in speaking for specific purposes. Finally, the finding shows that six learning strategies was finding in the students’ speaking. It is proved that the students have fulfilled the standard in certain speaking learning strategies as stated by Oxford (1990).

Keywords: Students’, learning strategies, speaking

I. INTRODUCTION

Humans are social creatures who cannot live alone where they need interaction in their lives. Human interaction occurs in the communication process. Communication is one of human activities by sending and receiving information and messages, conveying their ideas and thoughts, feelings or everything in their minds. In the process of communication itself, humans use language as a tool to interact with each other. We cannot communicate without language. Language is a very important communication tool that is always used in everyday life. It is also a means used to communicate in expressing ideas, opinions, thought, feelings
and a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work also.

English as an international language; which is growing rapidly at this time because of the globalization effect in the information era. English is the language that most widely used language by every people in the world in both oral and written communications. So that English keeps holding an important role to many purpose which have been done in daily life such as; in seminar communication, conversations, diplomatic relations, English courses, in business, in public, interview by phone conversations, on newspaper and so on.

There are four skills that must be mastered by students, which are listening, speaking, reading, and writing. The four skills are crucial, but the most crucial is speaking which seems to naturally be the most important. Speaking skill is a communication skill that enables a person to verbalize thoughts and ideas. Nunan (in Kayi, 2006: 1) defines as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language. The key to communication by considering what good speakers do, what speaking tasks can be used in class, can help learning to improve the speaking and overall oral competency.

Based on the writer’s experience in Teaching, Speaking is the most difficult part for the students when they learn English language. The writer finds out there are several factors that imitate problems in teaching speaking skill so that they are supposed to master English language. They are lack of practice in speaking skill because the teacher usually uses the English class by doing exercise, inappropriate choosing method that make students do not interest to the activity, lack of mastering the aspects of oral proficiency: fluency, pronunciation, grammar and vocabulary which more concern to fear of making mistakes when speaking English.

The reason that the writer uses learning strategies is to learn more about the importance of learning strategies in speaking. When it is proved that, the use of speaking strategy skills, lecturers and teachers can teach speaking to their students using different methods according to their study program, and for other language writers to conduct the same research on speaking strategies. Therefore, English teacher should be able to encourage and motivate the students to learn the target in Speaking.

From the description above, the writer is interested in conducting research to analysis of students’ learning strategies in speaking. So the writer carries out a research entitled “An Analysis of Students’ Learning Strategies in Speaking”

II. REVIEW OF LITERATURE

In order to achieve scientific trustworthiness, it is important to clarify terms or theories that are the basis of the analysis. The theoretical viewpoints explain the stages of the analysis. All the concepts as used in this study will provide the framework of reference from which a conclusion can be drawn. Therefore, the following description is aimed at providing the clarification of terms used in this study.

The Learning Strategies

The learning strategy refers to a method that students use to learn. These range from techniques to improve each memory to better study or strategies for taking tests. For example, the locus method is a classic memory enhancement technique; it involves making associations between facts to remember and specific locations. To remember something, you simply visualize the place and the related facts. Some learning strategies involve changes to
the instruction design. For example, the use of questions before, or after instruction has been shown to increase the degree of learning.

The field of second language acquisition has distinguished between two types of strategy: Learning Strategies and Communication Strategies. Learning strategies deal with the receptive domain of intake memory, storage, and recall. Communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information. Strategies are referred to as learning techniques, behaviour, or actions; or learning – to – learn, problem solving, or study skill. No matter what they are called, strategies can make learning more efficient and effective.

The Classification of Language Learning Strategies

Oxford (1990) established two general groups into which language learning strategies may be divided: direct and indirect strategies. The Language learning strategies that directly involved the target language are called direct strategies. All direct strategies require mental language questions, three groups of direct strategies (memory, cognitive, and compensatory) but do these individually and for different purposes. In Memory strategies, such as grouping or using images, has a very specific function: it helps students store and retrieve new information. Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and generate new language in a variety of ways. Compensatory strategies, such as guessing or using synonyms, favor the learner to use language even though there is often great support in knowledge.

1. Memory strategy:
   1. Creating mental linkages
   2. Applying images and sounds
   3. Reviewing well
   4. Employment action

2. Cognitive strategies:
   1. Practicing
   2. Receiving and sending messages
   3. Analyzing and reasoning.
   4. Creating structure for input and output

3. Compensation strategies:
   1. Guessing intelligence
   2. Overcoming limitations in speaking and writing

Indirect strategies are divided into metacognitive, affective, and social. In Meta-cognitive strategies, allow the learners to control their own cognition that is, to set the learning process by using every function such as; centering, arranging, planning, and evaluating. Affective strategies, is to regulate emotions, motivations, and attitudes. In Social strategies help students to learn through on interaction with other. All these strategies called “indirect” because, they support and manage in language learning without (in many instances) directly involving the target languages. The indirect strategy described here works in tandem with the direct strategy described earlier. Indirect strategies are useful in almost all language learning situations and apply to all four language skills: listening, reading, speaking, and writing.

1. Metacognitive strategies: 1. centering your learning
   2. Arranging and planning your learning
   3. Evaluating your learning

2. Affective strategies 1. lowering your anxiety
   2. Encouraging yourself
   3. Taking your emotional temperature
3. Social strategies
   1. Asking questions
   2. Cooperating with others
   3. Empathizing with others

Types of Learning
Theories of learning of course do not capture all of the possible elements of general principles of human learning. In addition to the four learning theories just considered are various taxonomies of types of human learning and other mental processes universal to all. Robert Mills Gagné (August 21, 1916 – April 28, 2002) was an American educational psychologist best known for his *Conditions of Learning*. He went on to develop a series of studies and works that simplified and explained what he and others believed to be "good instruction." Gagné was also involved in applying concepts of instructional theory to the design of computer-based training and multimedia-based learning.

Gagne (1965), for example, ably demonstrated the importance of identifying a number of types of learning that all human beings use. Types of learning, number of types of learning that all human beings use. Types of learning vary according to the context and subject matter to be learned, but a complex task such as language learning involves every one of Gagne’s types of learning from simple signal learning to problem solving. Gagne’ (1965: 58-59) identified the Learning in eight types, they are:

1. Signal learning is the simple shape of learning and consist in basically from classical conditioning which was first described by behavioral psychology Pavlov. In this case, the subject is conditioned to emit a desired response as a result of a stimulus that would not normally produce that response. This is done by first exposing the subject to a selected stimulus (known as a conditioned stimulus) along with another stimulus (known as an unconditioned stimulus) that naturally produces the desired response; after multiple stimulus counts, it was found that subjects emit the desired response when exposed to the conditioned stimulus itself. The applications of conditioning in facilitating human learning, however, are very limited.

2. Stimulus-response learning, somewhat more current form of learning, which is also known as operant conditioning, was originally developed by Skinner. It involves developing the desired stimulus-response bond in the subject through a carefully-planned reinforcement schedule based on the reinforcing agent (the reward or punishment) is presented after the responses. It is the type of conditioning that form the basis of programmed learning in all its various manifestations.

3. Chaining, this is a more advanced form of learning, which subjects can be developed to link two or more of the previously studied stimulus-response in a connected sequence. It is one of the processes by which the most complex psychomotor skills are learned.

4. Verbal association is a form of chain in which the relationship between connected items is verbal. Verbal association is one of the key processes in the development of language skills.

5. Multiple-discrimination, this is involves developing the ability to make appropriate (different) responses to different, similar stimuli in a systematic way. This process is made more complex by the interference phenomenon, where one part is more complex by the interface phenomenon, where one part learns the other. Distractions are considered as one of the main causes of forgetting.

6. Concept learning, this is involves in ability developing to make responses in consistent to different stimulation that form common class or category of some sorts. It forms is the basis of the ability to; generalize, classify, etc.
7. **Rule Learning**, this is a very high level cognitive process that involves the ability to learn the relationships between concepts and the application of these relationships in different situations, including situations not previously encountered. It forms the basis of general learning rules, procedures, etc.

8. **Problem solving**, this is the highest level of cognitive process according to Gagne. It involves developing the ability to find rules, or complex procedures for solving one particular problem, and then using the method to solve other similar problems.

**Speaking**

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language.

Therefore, any foreign language teaching methodology used in the classroom throughout the history has always sought to develop ways to improve the competency of learners in these areas. In contemporary methodologies the emphasis in speaking is fluency rather than accuracy. In a typical classification the speaking activities in a foreign language classroom usually falls into one of these categories: Awareness raising activities, Controlled activity and Autonomous activities.

No matter how much talented a person is, without regular, frequent and respective practice he will not go far. Learning speaking is not an exception. Weather considering Harmer’s (2007) distinguishing between interactive and non-interactive, planned and unplanned speaking or Thornbury’s (2007) between transactional and interpersonal, the more opportunities for speaking students have, the better they will be at speaking, refers to all kinds of speaking practice in general. And of course it is true vice versa, which means the fewer opportunities for speaking students have, the worse they will speak.

**Speaking Skill**

Many language learners consider speaking skills as a measure of knowing a language. These learners define fluency as the ability to communicate with others, more than the ability to read, write, or understand spoken language. Considering speaking as the most important skill they can acquire, and they rate them in terms of their communication in oral communication. Speaking is a productive skill in spoken mode. This, like any other skill, is more complicated than it may seem at first and involves more than pronouncing words.

Speaking ability is the ability of a speaker to speak in a language which includes several factors, namely: accent, grammar, vocabulary, fluency and understanding. According to Marriam Bashir (2015:6) who wrote the factors that affect students’ English speaking skills in the British Journal of Art and Social Sciences, language learner needs to realize that speaking involves three areas of knowledge:

a. **Mechanic** (pronunciation, grammars and vocabulary) : Using the right words in the right order with correct pronunciation

b. **Function** (transaction and interaction) : knowing when clarify of message is essential (transaction/information exchange) and when precious understanding is not required (interaction/relationship building)
c. Social and cultural rules (turn taking, rate of speech, length of pauses between speakers, relative roles of participant): understanding how to take into account who is speaking to who circumstance, about what and for what reason.

Aspect of speaking
In eventually, Aspect of speaking skills needs to be considered and considered carefully. These aspects pose some challenges and identify some guidelines for understanding these skills and hence designing instructional activities to prepare every learner to communicate effectively with real life situations.

1. Speaking is face to face; most conversations are taking that place face to face which allows speakers to get immediate feedback, ex “Do listener understand?; Are they an agreement?; Do they help? (Cornbleet & Carter, 2001 : 16, thus, communication through speaking has many savings, such as facial expressions, gestures and even body movements. Talking also occurs, most of the time, in situations where the participant or interlocutor is present.

2. Speaking is interactive; when we speak face-to-face or over the phone, to one person or a small group, the conversation wheel usually turns smoothly, with participants offering contributions at the right time, without the right pause or everyone talking to each other. On other people (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27) Turn taking, a key feature of interaction, is a subconscious part of normal conversation. It is handled differently and handled differently across different cultures, causing possible communication difficulties in conversations between people of different cultures and languages (Mc. Donough & Mackey, 2000: 84).

3. Speaking takes place in real life: During a conversation, it is planned and unplanned and self-speaks, producing language that reflects this (Foster et al, 2000: 368). This time limit affects the speaking ability to plan, organize messages, and control the language used. Speakers often start to say something and change their mind halfway: the so-called wrong start. The speaker's sentences also cannot be as complex as writing. Similarly, speakers sometimes forget things they want to say; or they may even forget what they have said, so that they repeat themselves (Miller, 2001: 27). This implies that production in real time is unstressed, but also supports freedom in terms of compensation for these difficulties, the use of expressive expressions, hesitating devices, self-correction, and squares can help talk more fluently and tackle real problems. on time (Bugate, 1987: 21: Foster et al, 2000 and Hughes 2002: 76). In fact, students are presenting this feature of spoken discourse facilitates their oral production and helps them talk about the problems they face. It also helps them sound normal in the use of a foreign language.

Speaking Styles
An important element of conversation is to use a speaking style that is appropriate to certain circumstances. Different speaking styles was reflected the role, age, gender, and status of participants in the interaction and reflect politeness. Pay attention to the different ways of asking someone for time, and the different meanings these differences communicate:

1. Have time?
2. I guess it must be too late now
3. What time?
4. Do you have time?
5. Can I bother you for a minute?
6. You wouldn’t have the time would you?
Eventually; Lexical, phonological, and grammatical can changes may be involved in producing a suitable of speaking style, as the following alternative illustrated:

1. Have you seen the boss? / Have you seen the manager? (Lexical)
2. whachayudoin? / what are you doing? (Phonological)
3. Have Seen Joe lately? / have you seen Joe lately? (Grammatical)

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speech and the speech partner are considered unfavorable, then the speech style is suitable for delivery and solidarity. If the participants are perceived as having power or status unequal, a more formal style of speech prevails over one speaker over the other.

**Speaking Teaching Principle**

The first principle of teaching speaking is, to ensure that teaching takes place in the desired way, it is very important to create a high level of motivation. That is the main consideration in determining the readiness of students to communicate. Motivation is a combination of effort plus a desire to achieve learning goals and a favorable attitude towards language learning. Speaking is a productive skill. Theoretically, according to O'Grady (1996), it is a mental process. This means that it is a psychological process in which a speaker puts mental concepts into several linguistic forms, such as words, phrases, and sentences that are used to convey messages to listeners. So speech production is a process wherein converting mental concepts into oral speech to convey messages to listeners in communicative interactions.

Much of our recent work on optimal conditions for teaching speaking in second language and foreign language classes is based on educational psycholinguistics or cognitive and social psychology. Theoretical constructs for language pedagogy have been drawn extensively from empirical studies, supported by notions of second language acquisition: communicative competence (Canale and Swain 1980); comprehensible input (Krashen 1985), negotiated interactions (Ellis 1990, Gass and Varonis 1994, Long 1983, Pica, et al. 1989), input contacts (VanPatten and Cadierno 1993), developmental sequences and acquisition routes (Meisel, Clahsen and Pienemann 1981), and communication strategies (Faerch and Kasper 1983). Such constructs are widely taught in teacher preparation programs in the teaching of second and foreign languages and explain their relevance to spoken language teaching practice.

First, the teacher uses instinctual experience, depending on the qualifications of the teacher, to select interesting topics to attract students' attention and create inspiration. Productive skills cannot be developed outside of a meaningful context. In addition, the unreal context can’t help students who are involved in real activities such as work and academic environment (Green, 1995)

Second, teachers can create interest in a topic by talking about the topic and by conveying enthusiasm. The teacher can ask if anyone knows about the topic and can therefore tell others about it before the activity begins. In this way, students have the opportunity to express their ideas meaningfully and the teacher can make use of their prior knowledge, to incorporate them into the lesson. In addition, teachers can ask students to guess the contents and save what happened and arouse students' curiosity and their desire to find out the truth. So they have a reason to take lessons and can speak for themselves. In addition, the teacher can ask some constructive questions before the activity and provide some necessary information
without telling what students already know to create stronger motivation. (Harmer, 2002:253)

Third, motivation is raised in the lesson also by the fact, that the teacher must also be able to help students create a relaxed conditions, the teacher must help all student even students who are weak and shy to ask or speak. This can be done through several activities such as: guessing games, doing speaking exercises in small groups before speaking in front of many people, or practicing exercises under the guidance of the teacher through exercises, mechanical exercises first (Harmer, 1990: 234). ). In cases where students are afraid of mistakes, teachers can encourage them to take risks and focus on content rather than form.

Fourth, the teacher must be able to provide an appropriate level of difficulty for students, not too difficult and not too easy so that students do not feel bored. And finally, teachers should apply meaningful learning with activities that are relevant to real life to get students to talk about themselves.

The fifth principle is, when students have to work to engage in lessons, the teacher gives them as many opportunities as possible to practice the target language in meaningful contexts and situations helping to facilitate the acquisition of all students rather than grammatical or linguistic explanations. An analysis on (Nunan1999:241). This is because students must learn to develop their ability to use language to get things done in real life and outside the classroom.

**Why we should teaching speaking skills in classroom**

We should teaching speaking skill in classroom because speaking is one important from the four skills in English. That they need; such as motivation: Many students resemble speaking ability as knowing the language and therefore view language learning as learning, how to speak the language, or as Nunan (1991) writes, ”success is measured in terms of the ability to carry on a conversation in the (target) language. Therefore, if students do not learn to speak or do not get the opportunity to speak in class, they may lose interest and the ability to learn later, if the right activities are taught in the right way, speaking in class can be a lot of fun, and can increase general learning motivation and make the English class a fun and dynamic place.

**Previous Research Review**

There are several studies related to this research which are useful in their existences as data for supporting the research’s thesis. The studies that are explained below have relationship with this thesis.

1. Learning Strategies used by the student of Acceleration Class in speaking English at MAN 3 Tulungagung by Astrit Itania. Learning strategies are important ways for students to make learning easier, faster, more enjoyable, and more effective so that they can understand well about the lesson In conclusion. Students can know more about information about speaking English especially without the help of a teacher, studied all the theories about speaking English, students can learn faster and fun. Students often think that the ability to speak a language is the These instructor help students learn to speak so that the students can use speaking to learn.

2. Analysis of Learning Strategies in Speaking Class the Second Grade Students’ at Senior High School by Wendy Wirawan. The result showed that the students used six kinds of different language learning strategies. Based on the result it was known that the average score of vocabulary and comprehension were the highest one. There
was a significant correlation between language learning strategies with students’ speaking ability.

3. Language Learning Strategies Used by Learners In Learning Speaking (Yuli Rachmawati). Meanwhile differences in the strategies used by the high and low achievers in speaking are found in terms of the frequency of use, strategy category, and varieties of strategy.

**Conceptual Framework**

Teaching is the process of giving instruction to somebody in order to be able to do something. Learning strategies is a term that referring to the processes and any actions that are consciously deployed by language learners to help them to learn or use a language to be more effectively. It is also defined as thoughts and actions, consciously selected and operated by language learners, to assist them in carrying out various tasks from early learning to the most advanced levels of language performance. Language learning strategies, which combine the terms strategy, which is used for language learning and language use, are sometimes used, although the line between the two is not well defined because moments of second language use can also provide opportunities for learning.

Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio linguist.

![Diagram of Learning Strategies and Speaking](image)

**Figure 1. Speaking Learning Strategies**

### III. METHODOLOGY OF RESEARCH

In this chapter, the research informs the research procedure. In this chapter we will found about the discussion was divided into five sub chapters. There were research design, subject of the research, instrument of the data, techniques of collecting the data and the end, was techniques of analyzing the data.
Research Design
This research is included in quantitative descriptive research because it uses qualitative data collection techniques. Based on descriptive qualitative research instruments can be defined as research that relies on qualitative data collection (Christensen & Johnson, 2008). This is research that wants to draw meaning from observations taken in the context of nature. In short, qualitative data with the aim to describe, decode, and draw meaning from natural phenomena that cannot be reached by numbers.

The method used to analyze the data in this research is descriptive method. The condition of the object of research must be natural, so that the research can obtain representative data. Representative data will be the source from which research conclusions are drawn. In this study, researchers used descriptive methods to describe how students' learning strategies in speaking.

The Instrument of Collecting Data
In this study, the instrument of collecting the data used questionnaire. Questionnaire was used to find out the dominant one learning strategies in students speaking.

The Technique of collecting data
In this research, the writer took these following ways to collect the data:
1. The writer explained about speaking and makes some conversation between students.
2. The writer took 23 students and gave the questionnaire in class.

The Technique of Analyzing Data
1. The writer checked the answer in the questionnaire.
2. The writer counted and classified the learning strategy that students choose by their own answer
3. After that, the writer counted the classified the questionnaire become percentage. So, the writer can know the dominant one of learning strategy.

Data Analysis
The focus of this chapter was presentation of the research findings. This chapter was divided into two main parts; there were data analysis and discussion about research findings.

In this research, the data comes from questionnaire. Questionnaire contains the series of questions designed to gather particular information. It was used in different fields like business, sciences, and social sciences. It was a writer instrument having sequence of questions with a purpose to get information from respondents and extract desired statistical data. There were 23 students who become the respondents of questionnaire. The writer chooses the respondents randomly. The writer aimed to know the dominant one learning strategies in speaking used by students. These were the result of questionnaire.

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From the table above the six strategy used by students, were 3 students (15%) in memory strategy, 10 students (50%) in cognitive strategy, 3 students (3%) in compensation strategy, 1 student (5%) in metacognitive strategy, 2 students (10%) in affective strategy, 1 student (5%) in social strategy.

Table 2. The Frequency Allocation of the Students’ Learning Strategies

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<th>No.</th>
<th>The Learning Strategy</th>
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<th>%</th>
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<tbody>
<tr>
<td>1.</td>
<td>Memory Strategy</td>
<td>3</td>
<td>13%</td>
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<tr>
<td>2.</td>
<td>Cognitive Strategy</td>
<td>13</td>
<td>57%</td>
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<tr>
<td>3.</td>
<td>Compensation Strategy</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>4.</td>
<td>Metacognitive Strategy</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>5.</td>
<td>Affective Strategy</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>6.</td>
<td>Social Strategy</td>
<td>1</td>
<td>4%</td>
</tr>
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</table>

From the table above we can know that students’ used cognitive strategy 57%). It was because students gave more the attention to the teacher so they can know what they want to say after they thought about one topic. So, it was easy for teacher to continue the learning process without spend the time. Students as the respondent more collect the cognitive strategy as they strategy in speaking.

**Strength**

The strength students’ was dominant in cognitive strategy. Cognitive strategy of learning is second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies were special ways of processing information that enhances comprehension, learning or retention of information. In the classroom, the students’ was easier to understand the knowledge especially in speaking and also enable to understand and produce a new language by many different means.
Research Finding
The findings of the study were 3 students (13%) in memory strategy, 13 students (57%) in cognitive strategy, 3 students (13%) in compensation strategy, 1 student (4%) in metacognitive strategy, 2 students (9%) in affective strategy, 1 student (4%) in social strategy. The dominant strategy was cognitive strategy. The students’ was dominant to cognitive strategy because the students’ can able to share the knowledge by cognitive and their vocabulary was good.

Discussion
Based on the finding description above, there are several things that can be noted down. It will be arranged based on the findings of research problem.

Learning strategies deal with the receptive domain to find take memory, storage, and recall. Strategies are referred to as learning techniques, behaviour, or actions; or learning – to – learn, problem solving, or study skill. No matter what they are called, strategies can make learning more efficient and effective.

The finding of the study students’ shown that there were 3 students (13%) in memory strategy, 13 students (57%) in cognitive strategy, 3 students (13%) in compensation strategy, 1 student (4%) in metacognitive strategy, 2 students (9%) in affective strategy, 1 student (4%) in social strategy. The dominant strategy was cognitive strategy. So, based on the result, teacher can know the strategy in speaking. And it can shorten the time for the teacher and the learning process more affective because teacher knows what strategy that they want to use learning strategy in speaking. It was good for teacher to know about this, because teacher can know how to handle the students.

IV. CONCLUSION AND SUGGESTION

Conclusion
The result of this study indicated that there were analyzes on students’ learning strategies in speaking of fourth semester class. Based on the research finding, the six learning strategies used by the students; the most one dominant from six learning strategies students are used cognitive strategy in their speaking (57%).

Suggestion
Considering the conclusion above, some suggestions are presented below.
1. For the English department Students
   a. The study will be very useful to enrich the knowledge about learning strategies in speaking.
   b. The students should know and understand about the meaning and can remember about the learning strategies in language.
2. For teachers
   a. The teachers are expected to discuss and remind the students about learning strategies related to language or speaking, by doing this, the students will be more aware about learning strategies
   b. The teachers are expected to give more exercise continue to the students and discuss it together.
c. The teacher can be as source of valuable knowledge and information for students in study learning strategies in speaking.

3. Other writer.
It was eagerly suggested to the other researcher to conduct varied research about learning strategies in other kinds of skill in English and important for students’ in learning English

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