

**THE EFFECTIVENESS OF INCREASING SOCIAL STRATEGY
AWARENESS FOR STUDENTS STUDYING ENGLISH AS A
FOREIGN LANGUAGE**

Disusun Oleh:

Oleh:

Hilda Rosida, S.S., M.Pd

NIP: 19831121 201101 2 011

**UNIVERSITAS ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN**

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Hilda Rosida, S.S., M.Pd

ABSTRACT

Hilda Rosida. *“The Effectiveness of Increasing Social Strategy Awareness for Students studying English as a Foreign Language”*. UIN SMH Banten. 2017

The major research questions of this study are concerned with what types of language learning strategies of MA Al Kamil Jati Uwung Tangerang-Banten employ and whether there are relationships between the strategies the students used with their speaking skill.

There were fifteen participants chosen to represent: five students from high level, five other from moderate level and another five from low level of proficiencies. These fifteen students were selected purposively for this study to get in depth information related to the strategies they used.

The instruments used in this research are speaking test, questionnaire and students interview. Speaking test administered to 15 students selected purposively. The purpose of it to determine the strategies used by high, moderate and low based on the strategies of each level that the oral proficiency scoring categories developed by H. Douglas Brown. The second instrument used is Oxford’s SILL (Strategy Inventory Language Learning) questionnaire. The questionnaire based on the five points Likert’s Scale. The last instrument used in this research is students interview guide, which contains questions concerning strategy used by the students of proficiency levels.

The data were analyzed by using qualitative data analysis which was the range of process and procedures whereby it move from the qualitative data that have been collected into some form of explanation, understanding and interpretation of the students and situations the researcher investigate. The data also analyzed by using matrix analysis, an outline of generalized causation and logical reasoning process based on the categorization and organization of qualitative data.

The results of data analysis used Graphs and Tables to pictorially represent the findings and discussions.

Based on the results of the data analysis, the conclusions are drawn:

1. High level students / more successful learners showed high use of overall language learning strategies developed by Oxford and those students can be categorized into good language learners.
2. The overall results of the study showed relationship between language learning strategies used and student’s proficiency levels.
3. Language learning strategies used by the high level students was more frequently than the low levels students.

Based on the conclusions, the recommendations of this study are made:

1. The language learning strategies in general should be taught to language learners so that they can better explore them when they are learning a language.

2. Strategy Based Instruction (SBI) is the training that will help the students become aware of what strategies are and which strategies they are already using. This consciousness-raising helps students begin to think about their own learning process.
3. Hopefully the findings can help language teacher facilitate teaching and learning more effectively by focusing not only on the teaching methods but also at the strategies learners employed.

CHAPTER I

INTRODUCTION

A. Background of the Study

Use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas. Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task. These learners can easily explain the strategies they use and why they employ them

Every learner has different characteristics such as different motivation, attitudes, behavior, achievement and even different strategies in learning language. Those characteristics are some factors that may influence the learner's success in acquiring a language. Learning strategies are the thought and actions that individuals use to accomplish a learning goal. Successful foreign language learners are characterized by knowing how to use language learning strategies effectively, including the ability to change them as their language proficiency increases.

Learning strategies are defined as specific actions, behaviors, steps or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning.¹

When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

¹ Scarcella, R. & Oxford, R., 1992: The Tapestry of Language Learning: The Individual in the Communicative Classroom. Boston: Heinle & Heinle, p. 62

Language learning strategies are specific steps or techniques that students often intentionally use to improve their progress in developing foreign language skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

Learning strategies are ‘operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation². Strategies are especially important for language learning because they are the tools for active, self directed involvement that is necessary for developing communicative ability. Language learning strategies include dozens or even hundreds of possible behaviors, such as seeking out conversation partners, grouping word to be memorized, or giving oneself encouragement to tackle a difficult language task.

Learning strategies are procedures undertaken by the learner in order to make their own language learning as effective as possible. They may include focusing on selected aspects of new information, analyzing and monitoring during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety.³

O’malley and Chamot⁴ classified learning strategies in three general categories: (1) Metacognitive, which are self-regulatory strategies in which learners are aware of their own thinking and learning, and plan, monitor, and evaluate their own learning endeavors; (2) Cognitive,

² Rebecca L. Oxford. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. (New York: Cambridge University Press, 2001), 166

³ Rosamond Mitchell and Florence Myles. *Second Language Learning Theories*. (USA: Oxford University Press Inc., 1998), 89

⁴Anna Uhl Chamot and Lisa Kupper. *Learning Strategies in Foreign Language Instruction*. *Foreign Language Annals*. Volume 22(1989), 14

in which learners work with and manipulate the task materials themselves, moving towards task completion; (3) Social and Affective strategies, in which students interact with the teacher or other students to solve a problem, or exercise some kind of affective control over their own learning behaviors.

The study of speaking, like the study of other uses of language, is properly interdisciplinary enterprise⁵. It involves the understanding the psycholinguistic and interpersonal factors of speech production, the forms, meanings, and processes involved, and how these can be developed.

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important since people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.⁶

The ability to speak a second or foreign language well is a very complex task if the learners try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. When learners use casual conversation, for example, their purposes may be to make social contact with people. When learners engage in discussion with someone, on the other hand the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situations, speaking is used to give instructions or to get things to done. Speaking is used to describe things, to complain about people’s behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge

⁵Robert. B. Kaplan. *The Oxford Handbook of Applied Linguistics*. (New York: Oxford University Press, Inc, 2002), 26

⁶ Penny Ur. *A Course in Language Teaching*. (New York: Cambridge University Press, 1991), 120

of the rules that account for how spoken language reflects the context or situation in which speech occurs.

This study about Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. The Islamic Guidance and Counselling is non English major, so the students are coming from variety of motivation in one class especially BKI B, so they must have variety strategies in learning English especially.

B. Identification of the Problem

Social interaction learning strategies are all variants of three basic techniques: Cooperating with others, asking questions and empathizing with others.

Students learning a foreign language in high school face a challenging and even daunting task, given the length of study required to gain even a moderate degree of proficiency. Successful language learners differ from less successful ones in a number of ways, of which perhaps the most important is the degree to which they are strategic in their approach to the various tasks which comprise language learning. Teachers may be able to improve the performance of less successful language students by showing them how to use some of the strategic approaches of good language learners.

Students differ as language learners in part because of differences in ability, motivation, or effort, but a major difference lies in their knowledge about and skill in using “how to learn” techniques, that is, learning strategies. Based on the situation above, this research is conducted to find out:

- 1) How is the students employed Social Strategies in their classroom?

- 2) Do the students always perform every classroom activity?
- 3) What ways that students have when they get stuck in the middle of a conversation?

C. Limitation of the Problem

This study offers a closer look at the problem of learning strategies for language learners. Many experts and researchers have identified the learning strategies used by good language learners. Due to many problems, the writer will limit on the language learning strategies used by more successful learners of the third semester students majoring in Islamic Guidance and Counselling major

Some language learning strategies are specific to the course tasks in speaking, one of them is conversation. Some of the strategies relate to this task are “practicing with someone”, “making good preparation”, “having background knowledge to talk in class”, and “talking about familiar and interesting topics”. Although these strategies may appear in other tasks and speaking situations, but the writer will only focus and limit to this task.

D. Research Questions

The study investigates the following questions:

- 1) What are the types of Social Language Learning Strategies employed by the more successful learners of the third semester of Islamic Guidance and Counselling major?
- 2) Are there any relationships between the strategies used by the students with speaking skill?

E. Objectives of the Study

As stated in the research questions, the main purposes of the study are:

1. To identify the types of Social Language Learning Strategies employed by the more successful learners of the third semester of Islamic Guidance and Counselling major

2. To identify are there any relationships between the strategies used by the students with speaking skill.

F. Significance of the Study

The results of the research are expected to show the importance of social strategies in foreign language learning and prepare the students for their future life on the level of cooperation, empathy, organization of time, responsibility, etc.

Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by poor language learners trying to become more successful in language learning. It is hoped that the result of this study will considerably have significant contributions for those who need it: teachers, institutions and researcher. The significance of the research can be explained as the following:

1. For the researcher

The research may give the researcher knowledge and information to the teaching learning process as well as the achievement of using language learning strategies in developing speaking skill.

2. For the Institution

The result of this research may make the institution aware of using language learning strategies in improving students speaking skill.

3. For the English teachers and lecturers

This research may provide useful information for teachers on how to improve students' language learning strategies. This study is also hoped to contribute to the teachers who want to train students on how to use language learning strategies that important in helping students become more successful language learners.

CHAPTER II

THEORETICAL FRAMEWORK

A. Review of Related Literature

A. The Importance of Communication in Foreign Language Teaching

Language is a social phenomenon and can be one form of communication. It can be used to convey information, express feelings, to persuade someone to do something, make contact with someone else, write poetry or talk about language itself. Students may be strongly motivated to learn foreign languages, because they know it will put them in touch with more people, but at the same time they know that it will take a great deal of effort to master it and may begrudge that effort.⁷

The expression communication comes from a Latin word *communis*, which means to share, to impart, to partake, to join, to cooperate etc. (Hoad, 1996) Thus, the current sense carries the same significance: communication, as a noun, expresses the activity or process of expressing ideas and feelings or of giving people information

It might be interesting to think a little about the frequency of the communication between two people in real daily life. According to Murphy, approximately 90 per cent of all our oral communicating is done between only two people. In addition, the differences between effective and non-effective communications can be seen everywhere around us. In fact, communication exists in context, which highly determines the meaning of all verbal and nonverbal information. It means, the same words or behaviour may have completely different

⁷ Crystal, David. English as a global language. Cambridge: Cambridge University Press, 2003, p.3

connotation, if they are used in different circumstances. So, the importance of the communication in pairs or small groups during the language lessons is obvious. Moreover, considering the number of students in class, which is constantly increasing, pair work and work in small groups become gradually the only opportunity for the student to speak the studied foreign language in the class.⁸

In fact, the roles of partners in communication are wider than it might seem from the first view. They do not only speak, they listen to each other, adjust their conversation to others, use nonverbal gestures, ask questions and react. Thus, natural conversation does not consist of strings of questions and answers, but frequently one speaker makes statements and the other signals interest and encourages the first one to expand his/her idea.

As the basic aim of language learning is to communicate, the teachers should give the students opportunity to speak. In addition, while working in pairs, the students can train some of the abilities mentioned above. According to Hess and Pollard, the more students speak, the better they learn.⁹ Active involvement of this kind is very close to learning acquisition, which is unconscious and more persisting than passive observation of conversation between the teacher and one student. In general, unconscious is often a very desirable thing, especially for language learning, when the teacher encourages the students to use certain strategies.

Moreover, self-development in sense of communication needs other people. In other words, by cooperating with others, we can come to understand better our own

⁸ Murphy, Tim. Teaching one to one. Harlow: Longman, 1996., p.1

⁹ Hess, Natalie, and Laurel Pollard. Creative questions : lively uses of the interrogative . Harlow: Longman, 1995., P. 1

experiences and opinions. We can also enrich them with understanding and experiences of others.¹⁰

Someone could object that the student might not feel comfortable while working in a pair with a partner they do not like, but in real life we cannot choose who to work with. It means that school should prepare the students for their future and in fact, later at work they will not be asked who they would like to cooperate with. Moreover, students should learn to be able to express their ideas in a comprehensible way, because it is common that most of them will at least once in life head the situation, when appropriate expression of ideas will be essential. So, the more they know about the communication and the more practice they have, the more successful they will be. Moreover, the target language can serve easily as a vehicle for communication, not just an object to study.

Language learning strategies are specific techniques that students use, often intentionally, to improve their progress in developing foreign language skills. Strategies encompass a wide range of behaviors that can help the development of language competence in many ways. Learner's language learning strategies are one of the techniques for successful language learning.

There are several researchers who have conducted researches similar to this study, namely Maggie Su and Asari. Maggie Su investigates the language learning strategies in the context EFL Technological and Vocational College Students and their perceived English

¹⁰ Edge, Julian. Cooperative development : professional self-development through cooperation with colleagues. (Teacher to teacher). Harlow: Longman, 1992, P.3

proficiency.¹¹ Learner's language learning strategies are one of the key dimensions for successful language learning. EFL should be taken not only as a subject in school, but also as a prerequisite essential competency for the labor market. In Taiwan, the technological and vocational education system has a long history and plays an important role in cultivating highly professional human resources in Taiwanese economic and industrial development.

The main aim of his study was to find out the language learning strategies employed by Taiwanese technological and vocational college students, their self-perceived English proficiency and their interrelationship. His study revealed that there were significant positive correlations between self-perceived proficiency and the use of language learning strategies. The discussion drawn from the findings of the study suggested several recommendations for instructors in the field of language teaching for vocational college students in Taipei, Taiwan. The recommendations of his research were: (1) Language instructors and learners should understand both language learning strategies and the relationships between language learning strategies and proficiency; and (2) The positive correlation between learner's use of language learning strategy and their self-perceived proficiency was confirmed. In other words, the more frequently the strategies are used, the higher proficiency of the learner. Instructors should encourage and monitor learners' strategy use and provide necessary suggestions.

Another study was conducted by Asari who investigates the effects of the learning styles and strategies to the student's motivation (particularly on their belief in learning success).¹² He stated that English learning in second and foreign language settings can be successfully

¹¹ Min-hsun Maggie Su. *A Study of EFL Technological and Vocational College Students. Language Learning Strategies and their Self-Perceived English Proficiency*. <http://e-fit.nus.edu.sg/Introduction>. Retrieved on October 28, 2008.

¹² Slamet Asari. *Language Learning Style Preferences, Learning Strategies, and Their Implication for Students Motivation (Especially Self Efficacy)*. *The 55th TEFLIN International Conference*. (Tangerang: Jurusan Pendidikan Bahasa Inggris UIN Syarif Hidayatullah, 2008), 301

achieved by making students aware if using appropriately the learning styles and strategies. Learning styles refers to the general approach preferred by the students when learning a subject, acquiring a language, or dealing with a difficult problem. Within the area of learning styles, each individual reflects sensory style dimensions (visual/auditory/hand-on) and social dimension (extroverted/introverted).

Language learning styles and strategies can help learners improve their own perception, reception, storage, retention, and retrieval of language information. Building the students awareness of using appropriately the learning styles and strategies however can strengthen the self efficacy of the students that is the increasing specific confidence that one is capable of successfully completing a particular task. Since self efficacy is at the core of motivation, then it is hopefully the students can achieve their learning more successfully. Language learning styles are the general approaches, for example, global or analytic, auditory or visual, that students use in acquiring a new language. These styles are overall patterns that give general direction to learning behavior.

B. Theoretical Framework

B.1. Social strategies definition in general according to Rebecca Oxford

The most well-know division of learning strategies is the one of American teacher and writer, Rebecca Oxford, who separates them into direct and indirect. Those that contribute directly to learning are closely related to the subject matter (memory, cognitive and compensation strategies) and those which are essential to language

learning nonetheless, but do not directly involve the subject matter itself (metacognitive, affective and social strategies). She enumerates eleven fundamental features of language learning strategies.¹³

1. They contribute to the main goal, communicative competence.
2. Allow students to become more self-directed.
3. Expand the role of teachers.
4. Are problem oriented.
5. They are specific actions taken by the students.
6. Involve many aspects of the student, not just cognitive.
7. Support learning, both directly and indirectly.
8. Are not always conscious.
9. Can be taught.
10. Are flexible.
11. Are influenced by a variety of factors.

In social strategies, students deliberately seek opportunities to practice their knowledge and to be exposed to the target language (i.e. they try to speak with native speakers in order to practise the language, listen to radio, watch films or TV, read books in English, etc.). Social and affective strategies are of paramount importance, as they involve student's whole person and the learning process is very close to acquisition. It could be misleading to think that social strategies are used only for listening and speaking, they are helpful and indeed essential to all four language.

Oxford explains the importance of social strategies in foreign language teaching by her definition of language as "a form of social behaviour; it is communication, and

¹³ Oxford, Rebecca L. *Language learning strategies : what every teacher should know.* New York ; London: Newbury House, 1990, p.9

communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. According to Oxford, three sets of strategies are included in social strategies:

asking questions, cooperating with others and emphasizing with others

B.2. Good Language Learners

Research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over new language skills. Learning strategies are operations or steps used by a learner to facilitate the acquisition, storage, or retrieval of information.¹⁴ The learning strategies of good language learners, once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills. Foreign language teachers can play an active and valuable role by teaching students how to apply learning strategies to varied language activities and how to extend the strategies to new tasks both in the language class and in content areas requiring language skills.

Many researchers have described good language learners and their strategies. Rubin for example, offers the following profile of good language learners:¹⁵

1. Willing to guess and accurate guessers
2. Having strong, preserving drive to communicate
3. Often uninhibited and willing to make mistakes in order to learn or communicate
4. Focusing on form by looking for patterns, classifying and analyzing

¹⁴ J. Michael O'Malley, Anna Uhl Chamot and Lisa Kupper. *Learning Strategy Applications with Students of English as a second Language. TESOL QUARTERLY*. Volume 19, No.1. (California: Pantagraph Printing, Bloomington, Illinois, 2008), 557

¹⁵ Rebecca L. Oxford. *Language Learning Strategies, the Communicative Approach, and their Classroom Applications. Foreign Language Annals*. Volume 22, 1989), 29-30

5. Taking advantage of all practice opportunities
6. Monitoring their own speech and the speech of others, and pay attention to meaning

The first Rubin's profile of good language learners indicates that the good language learner is both comfortable with uncertainty and willing to try out his guesses. A good guesser is one who gathers and stores information in an efficient manner. The good guesser uses all the clues which the setting offers him and thus is able to narrow down what the meaning and intent of the communication might be. In this sense, he is carrying over into his second language behavior something that all of us do in our first language interactions. The good guesser uses his feel for grammatical structures, clues from the lexical items he recognizes, clues from redundancy in the message. He uses non-verbal clues, word-association clues, outside knowledge (his general knowledge of society, of similarities to his native language). He makes inferences as to the purpose, intent, and point of view of a message or communication.

The second Rubin's profile of good language learners suggests that the good language learner has a strong drive to communicate, or to learn from a communication. He is willing to do many things to get his message across. He may use a circumlocution and may paraphrase in order to explain the different meaning of a phrase.¹⁶ He will use gestures to get his message across or spell a word when his pronunciation is not clear. He will use a cognate, from any language he knows, to try to express his meaning. He may not limit himself to a particular sentence construction but will use those constructions he does have to the fullest. For example, he may use 'going to go' if he doesn't know the future in English, the important point being to get the message across. Having this strong motivation to communicate, the good learner will use whatever knowledge he has to get his message across. This strategy has an important by-

¹⁶ J.B. Pride. *Sociolinguistics Aspects of language Learning and Teaching*. (Great Britain: Oxford University Press, 1979), 22

product if he is successful in communicating, his motivation to participate and acquire the necessary tools to do so will be enhanced.

The third Rubin's profile of good language learners suggests that the good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results. He is willing to make mistakes in order to learn and to communicate. He is willing to live with a certain amount of vagueness.

The fourth Rubin's profile is in addition to focusing on communication, the good language learner is prepared to attend to form. The good language learner is constantly looking for patterns in the language. He attends to the form in a particular way, constantly analyzing, categorizing, synthesizing. Naturally, the more experience a learner has with doing this sort of exercise the more successful he will be.

The fifth Rubin's profile is take advantage of all practice opportunities. He may practice pronouncing words or making up sentences. He will seek out opportunities to use the language by looking for native speakers, going to the movies or to cultural events. He initiates conversations with the teacher or his fellow students in the target language. He is willing to repeat. He will usually take advantage of every opportunity to speak in class.

The last Rubin's profile is that the good language learner monitors his own and the speech of others. He is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned. He always processes information whether or not he is called to perform. He can learn from his own mistakes.

Other researchers who have similar concept to Rubin's theory are Naiman, Frohlich & Todesco.¹⁷ They identify six strategies used by good language learners:

¹⁷ Naiman, N., Maria Frohlich, and Angie Todesco. *The Good Language Learner*. (TESL Talk 6. 1975), 58

- 1) selecting language situations that allow one's (learning) preferences to be used.
- 2) actively involving oneself in language learning
- 3) seeing language as both a rule system and a communication tool
- 4) extending and revising one's understanding of the language
- 5) learning to think in the language
- 6) addressing the affective demands of language learning

Synthesizing previous work and her own research on language learning strategies, Oxford stated that successful language learners manage their own learning processes through metacognitive strategies, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating and self-monitoring.¹⁸ Such learners control their emotions and attitudes through affective strategies, such as anxiety reduction and self encouragement. They work with others to learn the language, using social strategies such as asking questions and becoming culturally aware. They also use memory strategies, such as grouping, imagery, and structured review, to get information into memory and to recall it when needed. Successful language learners employ the new language directly with cognitive strategies, such as reasoning, analyzing, and summarizing. Finally, they overcome knowledge limitation through compensation strategies such as guessing meanings intelligently and using synonyms or other production tricks when the precise expression is unknown. These all six broad types of strategies are important to good language learning.

¹⁸ ibid

B.2. Taxonomy of Language Learning Strategies

One of the earliest researchers in this field, Rubin provided a very broad definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge”. In 1981 she identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning.¹⁹

When O’Malley *et al* came to conduct their research, they used the definition of learning strategies as being “operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information”.²⁰ In an attempt to produce a classification scheme with mutually exclusive categories, O’Malley and his colleagues developed a taxonomy of their own identifying 26 strategies which they divided into three categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities) and social. The metacognitive and cognitive categories correspond approximately with Rubin’s indirect and direct strategies. However, the addition of the social mediation category was an important step in the direction of acknowledging the importance of interactional strategies in language learning.

Oxford took this process a step further. Like O’Malley *et al*, she used Rigney’s definition of language learning strategies as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information” as a base.²¹ Attempting to redress the perceived

¹⁹ Rubin, Joan. *Learner strategies: theoretical assumptions, research history and typology*. In A. Wenden & Joan Rubin (eds), 1987, 15-19.

²⁰ J Michael O’Malley, Anna Uhl Chamot, Gloria Stewner-Manzanares, Rocco P Russo & Lisa Kupper. *Learning strategy applications with students of English as a second language, TESOL Quarterly*, 1985a, 557-584

²¹ Oxford, R L. *Language learning strategies: What every teacher should know*. (New York: Newbury House, 1990), 8

problem that many strategy inventories appeared to emphasize cognitive and metacognitive strategies and to ascribe much less importance to affective and social strategies, she classified learning strategies into six groups: *memory strategies* (which relate to how students remember language), *cognitive strategies* (which relate to how students think about their learning), *compensation strategies* (which enable students to make up for limited knowledge), *metacognitive strategies* (relating to how students manage their own learning), *affective strategies* (relating to students' feelings) and *social strategies* (which involve learning by interaction with others).

b.2.1. Rubin's classification of Language Learning Strategies

Research in language learning strategies has been conducted by Rubin who had identified strategies reported by students or observed in language learning situations that appear to contribute to learning. These efforts demonstrated that students do apply learning strategies while learning a second language and that these strategies can be described and classified. Rubin in O'Malley and Chamot proposed a classification scheme that subsumes learning strategies under two primary groupings and a number of subgroups.²²

Rubin's first primary category, consisting of strategies that directly affect learning, includes clarification/verification, monitoring, memorization, guessing/inductive reasoning, deductive reasoning, and practice. The second primary category, consisting of strategies that contribute indirectly to learning, includes creating practice opportunities and using production tricks such as communication strategies. Rubin based her strategies on fairly extensive data collection in varied settings, which included about fifty hours of classroom observation,

²² J. Michael O'Malley and Chamot and Anna Uhl Chamot.. *Learning Strategies in Second Language Acquisition*. (New York: Cambridge University Press, 1990), 3

observation of a small group of students working on a strip story, analysis of self-reports from “a few students” instructed to write down what they did to learn a second language, and analysis of daily journal entry of two students who were directed to report on strategies after having been given strategy examples. The classroom observations proved to be the least useful of these methods for identifying strategies.

b.2.2. Oxford’s classification of Language Learning Strategies

Learning strategies have been in the centre of attention and they have gained great importance in the teaching-learning process. Oxford defines learning strategies as the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations²³.

Oxford describes language learning strategies more comprehensively using a new system. In her study, strategies are divided into two major classes: direct and indirect and which are also subdivided into six sub-groups (memory, cognitive, compensation, metacognitive, affective, and social)²⁴. According to Oxford, language learning strategies that directly involve the target language are called direct strategies and all direct strategies require mental processing of the language, but the three groups of strategies (memory, cognitive and compensation) do this processing differently and for different purposes. Memory strategies help students store and retrieve new information while cognitive strategies enable learners to understand and produce new language by many different means. Compensation strategies, on the other hand, allow learners to use the language despite their gaps in knowledge.

²³ Rebecca L. Oxford. *Language Learning strategies*. (New York: Newbury House Publishers, 1990), 8

²⁴ *Ibid*, pp. 37-56

Besides the direct strategies, Oxford describes the indirect strategies that underpin the business of language learning. In her study, indirect strategies are divided as metacognitive, affective, and social. Metacognitive strategies allow learners to control their own cognition; affective strategies help to regulate emotions, motivations and attitudes. Social strategies help students learn through interactions with others. These strategies are called “indirect” as they support language learning without directly involving the target language. Indirect strategies like the direct ones are applicable to all four language skills: listening, reading, speaking and writing.

Oxford sees the aim of the language learning strategies as being oriented towards the development of communicative competence. Six major groups of foreign or second language (L2) learning strategies are discussed in the following:²⁵

1. Cognitive Strategies

Cognitive strategies help learners make and strengthen association between new and already known information and facilitate the mental restructuring of information.

Cognitive strategies are mental strategies the learners uses to make sense of learning. They enable the learner to manipulate the language material in direct ways. When manipulating cognitive strategies the learners is involved in practicing, receiving and sending messages, reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), and practicing structures and sounds formally.

2. Memory Strategies

Memory strategy help learners link a new item with something known. These devices are useful for memorizing information in an orderly string in various ways (e.g. rhyming), by body

²⁵ Rebecca L. Oxford. *Language Learning Strategies. The Cambridge Guide to Teaching English to Speakers of Other Languages*. (New York: Cambridge University Press, 2001), 167-168

movement (e.g. total physical response, in which the teacher gives a command in English and learners physically follow this). This strategy used for storage information. They help learners link one second or foreign language item or concept with another but do not necessarily involve deep understanding. Learners are to be given the chance for linking mental images, applying images sounds, reviewing well and employing action.

3. Metacognitive Strategies

Metacognitive strategies help learners manage: (1) themselves as learners, (2) the general learning process and (3) specific learning tasks. Several varieties exist. One group of metacognitive strategies helps individuals know themselves better as language learners. Self-knowledge strategies include identifying one's own interests, needs and learning style preferences. Learning styles are the broad approaches that each learner brings to language learning or to solving any problem. Examples of learning styles include visual vs. auditory vs. kinesthetic, global vs. analytic, concrete-sequential vs. intuitive-random, and ambiguity-tolerant vs. ambiguity-intolerant. Knowledge of learning styles helps learners choose strategies that comfortably fit with their learning styles, although using and learning other is obviously useful.

Another set of metacognitive strategies relates to managing the learning process in general and includes identifying available resources, deciding which resources are valuable for a given task, setting a study schedule, finding or creating a good place to study, etc. In conclude, metacognitive strategies are essential for the learner to plan, monitor and evaluate learning. They are employed for managing the learning process. Learners are required to centre, arrange, plan and evaluate their learning.

4. Compensation strategies

Compensation strategies for speaking and writing help learners make up for missing knowledge when using English in oral or written communication, just as the strategy of guessing from the context while listening and reading compensates for a knowledge gap. Compensation strategies (or communication strategies) for speaking include using synonyms, circumlocution and gesturing to suggest the meaning. Compensatory strategies for writing encompass some of the same actions, such as synonym use or circumlocution.

5. Affective Strategies

Affective strategies include identifying one's feelings (e.g. anxiety, anger and contentment) and becoming aware of the learning circumstances or tasks that evoke them. Using a language learning diary to record feelings about language learning can be very helpful.

Affective strategies are concerned with the learner's emotional needs such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

6. Social Strategies

Social strategies facilitate learning with others and can help learners understand the culture of the language they are learning. Examples of social strategies are asking questions for clarification or confirmation, asking for help, learning about social or cultural norms and values and studying together outside of class.

Social strategies help the learner work with others and understand the target culture. They lead to more interaction with the target language through cooperating with others, empathizing with others, asking questions to get verification, asking for clarification or a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.

Each of these categories is composed of a number of specific strategies or behavior.²⁶ Successful language learners use a wide range of these strategies. For example, good language learners manage their own learning process through *metacognitive strategies*, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating, and self-monitoring. Such learners control their emotions and attitudes through *affective strategies*, such as anxiety reduction and self encouragement. They work with others to learn the language, using *social strategies* such as asking questions and becoming culturally aware. They also use *memory strategies*, such as grouping, imagery, and structured review, to get information into memory and recall it when needed. Successful language learners employ the new language directly with *cognitive strategies*, such as reasoning, analyzing, and summarizing. Finally, they overcome knowledge limitation through *compensation strategies* such as guessing meanings intelligently and using synonyms or other production tricks when the precise expression is unknown.

b.2.3. O'Malley and Chamot's classification of Language Learning Strategies

O'Malley and Chamot defined the language learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Language learning strategies can be further differentiated according to whether they are cognitive, metacognitive, affective, or social.²⁷ **Cognitive** strategies usually involve both the identification, retention, storage, or retrieval of words, phrases, and other elements of the second language. **Metacognitive** strategies deal with pre-assessment and pre-planning, on-line planning and evaluation, and post-

²⁶ Rebecca L. Oxford. *Language Learning Strategies, the Communicative Approach, and their Classroom Applications*. *Foreign Language Annals*. Volume 22 (1989), 30

²⁷ Anna Uhl Chamot. *Cognitive instruction in the second language classroom: The role of learning strategies*. *Round Table on Language and Linguistics 1990*. (United States of America: George University Press, 1990), 497.

evaluation of language learning activities, and language use events. **Affective** strategies serve to regulate emotions, motivation, and attitudes (e.g., strategies for reduction of anxiety and for self encouragement). **Social** strategies include the actions which learners choose to take in order to interact with other learners and with native speakers (e.g., asking questions for clarification and cooperating with others). These categories will be explain below:

1. **Metacognitive strategies:** Self-regulatory strategies in which learners think about their own thinking, and plan, monitor, and evaluate their own learning endeavors. These strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation.
2. **Cognitive strategies:** Task-appropriate strategies in which learners actively manipulate the information or skills to be learned. This strategy involve interacting with the material to be learned, manipulating the material mentally os physically, or applying a specific technique to a learning task.²⁸ Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, not taking, auditory representation, elaboration, are among the most important cognitive strategies.

²⁸ Anna Uhl Chamot and Lisa Kupper. *Learning Strategies in Foreign Language Instruction. Foreign Language Annals*. Volume 22 (1989), 16

3. **Social and affective strategies:** Strategies involving interaction with others for the purpose of learning, or control over one's own affective state. These strategies involve interacting with another person to assist learning, or using effective control to assist a learning task. ²⁹ Cooperation and question for clarification are the main sosioaffectife strategies.

A lot of work has been done to classify L2 learning strategies. Some authors has been formulating, systematizing and grouping them into different categories. Through analyzing these categories, the writer will focus on one category that defined by Rebecca L. Oxford.

B.3. Speaking in Second Language

Speaking competence plays a very important role in communication. Without having a good speaking competence, one can't communicate his or her ideas easily especially in a face to face interaction. Speaking as a basis communication becomes an important aspect in a language learning.

To most people, mastering the arts of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking in second language involves the development of a particular type of communication skills. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns

G. Yule mentions there are a few clues to accomplish the process of speaking: ³⁰

1) Basic characteristics

Anyone attempting to speak, with communicative intent, must have a general conceptualization of what is to be communicated, a means of converting that conceptualization into a message

²⁹ ibid

³⁰ G. Yule. *Speaking in a Second language. Concise Encyclopedia of Educational Linguistics.* (New York: Elsevier Science Ltd, 1999), 302

structure suitable to the recipient and the social context, then into linguistic form which can be articulated, all subject to some general monitoring and repair procedures.

2) Transfer

When there is a close match between the transferred first language sounds and their perceived second language equivalents, the speaker will typically benefit from 'positive transfer' and be able to produce accurate pronunciation features with little processing effort. The obvious problems arise through 'negative transfer' when the equivalence is misperceived, and inaccurate second language sounds are produced. The effect is one of processing difficulty for the English-speaking listener who does not recognize the unfamiliar sound.

3) Communicative Stress

The speaking task can also become more demanding because of factors external to the speaker within the speaking context, particularly in interaction with other speakers, where messages have to be constructed and articulated on-line and response to immediately preceding utterances by other speakers. Variation in this respect can be tied to levels of 'communicative stresses'.

4) Strategies

The second language speaker, wanting to refer to an object, but not knowing or not remembering an appropriate second language expression, may use gestures or mime, a paraphrase and other various strategies that essentially invite the listeners to add their active processing abilities to help the speaker overcome some temporary processing difficulty.

5) Communicative Effectiveness

Emphasizing either accuracy or fluency, or even both, will tend to create second language speakers who concentrate most of their processing energy on their own spoken performance. They become more proficient monologue speakers in the second language. When faced with an interactive speaking situation in which their interlocutor indicates a communication problem, such speakers will tend to concentrate on themselves, their perspective, and their expression of that perspective, rather than attempt to take the other's perspective into account.

According to G. Yule, for most people speaking a second language seem to require more conscious effort and attention and, in general, the more attention devoted to the task, the less fluent the performance. The key to fluent second language speech seems to be the conversion of attended or consciously controlled procedures into unconscious, automatic process. Speech processing at a normal rate is only possible if virtually all these necessary procedures function automatically.

B.4. Speaking Skill in Language Learning Strategies

A communicative approach to language learning fosters the use of appropriate, positive learning strategies. Many studies in second language learning strongly suggest that good language learners employ a variety of strategies to improve their communicative ability. From the practical perspectives speaking strategies is one of the most important aspects in dealing with communication skills, particularly in second or foreign language situation, as they enhance learners' confidence and fluency.

The fundamental goal of the communicative approach is communicative competence. Language is a key form of communication. Therefore, language learning means learning to communicate, i.e., learning to use the language appropriately for the communication of meaning in social context. In the communicative approach, all activities are designed and

implemented for the purpose of developing the learner's communicative competence. Communicative competence, according to Canale and Swain in Oxford includes at least four elements:

1. Grammatical accuracy (competence in the forms of the language)
2. Sociolinguistic competence (ability to use the language appropriately in different social contexts)
3. Discourse competence (coherence and cohesion of expression above the level of the single sentence), and
4. Strategic competence (ability to use techniques or strategies like gestures or "talking around" an unknown word in order to overcome in language knowledge.³¹

All appropriate language learning strategies are oriented toward the goal of communicative competence. Some language learning strategies are useful for communicative competence in general. The strategies teach for speaking includes a metacognitive strategy (self evaluation), a cognitive strategy (substitution), and a social-affective strategy (cooperation). Metacognitive strategies such as paying attention and self-monitoring enable learners to focus, plan, and evaluate their progress as they move toward communicative competence. Affective strategies develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement for attaining communicative competence. Social strategies provide increased interaction and more emphatic understanding, two qualities necessary to reach communicative competence. The strategy groups just named serve to develop communicative competence on all fronts.

³¹ Rebecca L. Oxford op.cit, pp.33

Language learning strategies help learners participate actively in the realistic communication found in the communicative classroom. Various metacognitive strategies - especially paying attention and considering the requirement of the task – are instrumental in situations where information must be obtained or shared. Certain cognitive strategies, such as reasoning deductively and analyzing aid learners in using logic to understand and produce language. Social strategies such as asking questions and cooperating help elicit information and encourage communication.³²

CHAPTER III

METHODOLOGY

A. Setting

This study was conducted in UIN Sultan Maulana Hasanudin Banten, with third semester of Islamic Guidance and Counselling as the host of Institution. This qualitative study investigated the The Effectiveness of Increasing Social Strategy Awareness for Students studying English as a Foreign Language. The research was carried out from June up to November 2017.

B. Research Design

This study employed a qualitative research design, taking on characteristics of a case study. The case study was considered as the appropriate research method for this study because this study, as like other case study, concern on a small scale and a single case³³, that is the use of language

³² Rebecca L. Oxford loc.cit

³³ Bodgan and Biklen. *Qualitative Research for Education: An introduction to Theory and Methods*. (Boston: Allyn & Bacon Aviacom Company, 1998), 54

learning strategies in improving students speaking skill. A case typically refers to a person, either a learner or a teacher, or an entity, such as a school, a university, a classroom or a program.

As an interpretative, inductive form of research, case studies explore the details and meanings of experience and do not usually attempt to test a priori hypotheses. Instead, the researcher attempts to identify important patterns and themes in the data. The richness of case studies is related to the amount of detail and contextualization that is possible when only one or a small number of focal cases and issues are analyzed.

C. Participants

The participants of this study were twenty students of the third semester majoring in Islamic Guidance and Counselling . From its class there were 10 representatives chosen by purposive sampling. Purposive sampling is a sample selected in a deliberative and non-random fashion to achieve a certain goal.³⁴ Sampling is the act, process or technique of selecting a suitable sample, or a representative part of population for the purpose of determining parameters or characteristics of the whole population. Their experiences in language learning were quite varied. Most of them have taken English course outside their formal school while other respondents have learnt it through the formal school.

D. Data Collection

The major data collection method in studying learning strategies was to elicit information about the ways in which the strategies will be use by the students with specific speaking tasks by various learners operating under different types of condition.

³⁴ <http://www.childrenmercy.org> Retrieved on October 22, 2009.

The writer elicited information from respondents concerning only in speaking skill using multiple data collection procedures, which include questionnaire and interview. The respondent asked to describe uses of strategies in general with foreign language acquisition and they described the strategies used with specific language tasks. The use of these data collection is intend to enhance the validity of the study and to attain more rounded and complete analysis of students language learning strategies.

After the instruments were designed then the following procedures were taken. First, two times speaking test (conversation) were given to the respondents, then distributing questionnaires to 10 respondents, and then conducting interview to overall participants chosen by purposive sampling.

E. Instruments

The general approaches used in this study are:

1. Speaking Test

The instruments used in Speaking test was Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small talk, simple requests and comments, and the like.³⁵ Speaking scores express how well the students can speak the language being tested. They usually take the form of numbers, but they may also verbal categories such as ‘excellent or fair’.

2. Questionnaire

³⁵ H. Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (New York: Pearson Education, Inc., 2004),141

Most descriptive studies have relied on a questionnaire developed by Oxford, the Strategy Inventory for Language Learning (SILL).³⁶ This instrument has been used extensively to collect data on large numbers of language learners. The SILL is a standardized measure with versions for English as a Second Language (ESL) students and students of a variety of other languages, and as such can also be used to collect and analyze information about large numbers of students. It has also been used in studies to correlate strategy use with variables such as learning styles, gender, proficiency level, culture and task.

Questionnaire used in this research was a written questionnaire which consisted of 33 closed items and 16 open ended questions (see Appendix 1). A closed item is one in which the range of possible responses is determined by the researcher, while open item is one in which the subject can decide what to say and how to say it. Questionnaires can consist entirely of closed questions, entirely of open questions, or on a mixture of closed and open questions.³⁷

This questionnaire has been used with over 5,700 language learners in many countries. The SILL item's asks students to react a series of strategy descriptions (for example, "I make associations between new material and what I already know") in terms of how often they use the strategies (always or almost always, generally, sometimes, generally not, never or almost never).

3. Interview

Interview is the interaction between two people, with the interviewer and the interviewee acting in relation to exchange information and idea about a theme of mutual interest. Qualitative interviewing is an adventure in learning about teaching in different countries, their cultural views,

³⁶ Anna Uhl Chamot. *Language Learning Strategy Instruction: Current Issues and Research. Annual Review of Applied Linguistics*. (USA: Cambridge University Press, 2005), 114

³⁷ David Nunan. *Research Methods in Language Learning*. (New York: Cambridge University Press, 1992), 143.

their problems and solutions, and how their practices are similar and different than our own.³⁸ Interview in this study are important means to obtain the information concerning the use of Language Learning Strategies for language learning activities both in and out of the classroom by the eleventh grade students and teachers by using students interview guide and teacher interview guide.

The first is student interview guide, which contains questions concerning strategy use with each of the classroom tasks. Students are asked to describe the “special things they do” or the “tricks they use” to study each task. The interview will focus on oral language activities, such as the activities derive from analysis of typical EFL curricula at the Senior High School level such as practicing dialogs, vocabulary learning, and conversation.

The second data collection instrument is a teacher interview guide that is parallel to the student interview guide in focusing on specific language tasks and asking about strategies that use by the EFL students of the teacher interview.

F. Triangulation

This study used Methodological triangulation. Altrichter et al, contend that triangulation “gives a more detailed and balanced picture of the situation”. Triangulation is an approach to data analysis that synthesizes data from multiple sources. Triangulation seeks to quickly examine existing data to strengthen interpretations and improve policy and programs based on the available evidence.³⁹ By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single study.

³⁸ [Http://www.public.asu.edu.html](http://www.public.asu.edu.html). (Retrieved on March 24, 2009)

³⁹ H. Altrichter, P. Posch & B. Somech.. *Teacher investigate their Work: An Introduction to the Methods of Actions Research*. (London: Rouletge, 1996), 117

The researcher applied methodological triangulation that involves using more than one method to gather data. Triangulation methodology provides a powerful tool when a rapid responses is needed, or when good data do not exist to answer a specific question. Bringing together or triangulation methods and source of information such as from interviews, observations and questionnaire, adds texture, depth, and multiple insights to an analysis and can enhance the validity or credibility of the results.

G. Data Analysis Technique

To support the research, the writer completes the report with qualitative data analysis which is the range of processes and procedures whereby it move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the students and situations the researcher investigate. For a case study, analysis consists of making a detailed description of the case and its setting.⁴⁰ Data analysis may begin informally during interviews or observation and continue during transcription, when recurring themes, patterns, and categories become evident.

After interview, the researcher analyzed the data by using matrix analysis, an outline of generalized causation, logical reasoning process, based on the categorization and organization of qualitative data. The result can use flow charts, diagrams, etc, to pictorially represent these causes and process, as well as written descriptions.

Most commonly use tables and graphs layout the available data and to facilitate comparison and the construction of hypotheses.

⁴⁰ John W. Creswell. *Qualitative Inquiry and Research Design*. (California: Sage Publication, Inc., 1998), 153

The researcher transcribed data consisting of speaking test, questionnaire, and interview transcription. During the reading of those data, the researcher coded the data that were collected by using the simple marks: “Int instead of Interview, SR# stands for Student Respondent, MEM for Memory Strategy, COG for Cognitive Strategy, COMP for Compensation Strategy, MET for Metacognitive Strategy, AFF for Affective strategy, and SOC for Social Strategy. Related to coding, Maxwell suggests that the goal of coding is to code the data and to rearrange them into categories that help the comparison of data within and between these categories.⁴¹

H. Results of Try Out

H.1. Speaking Test

Before the results of the analysis of the data, the validity and reliability of the instruments – speaking test, questionnaire and interview are presented. To make sure the quality of the data instrument, the instrument was tried out to reach have the validity and reliability. According to Merriam, validity deals with the question of one’s findings match reality.⁴² Merriam adds that there are some strategies to ensure the validity of the investigation, such as triangulation, observation and provision of a rich thick description.

To ensure the validity of this study, the researcher uses multiple methods of gathering data and multiple sources of data to confirm the emerging findings. The methods of collecting data applied were speaking test, questionnaire, and interview.

Reliability refers to the extent to which one’s finding can be replicated⁴³. In other words, if the study is repeated will it yield the same results?

⁴¹ Joseph A Maxwell. *Qualitative Data Analysis: A Source Book of New Methods*. (London: Beverly Hill 1996), 78

⁴² Sharan B Merriam. *Case Study Research in Education: A Qualitative Approach*. (San Fransisco: Jossey-Bass, 1988), pp 166.

⁴³ Sharan B Merriam, pp. 70.

Consistency of results is the basic concept of reliability of a test. In fact reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions.⁴⁴ The test is reliable if the same test is given to the same students on different occasion and the result of the test should be similar. The reliability has relation to the validity, a test is valid if it is reliable and if a test measures what is supposed to.

In this study, the researcher used the formula of Pearson product moment correlation to determine the reliability of the test for the instrument. Since the test form was speaking, so the researcher uses two judges in scoring the results of students' test. The result of the test or the scores is correlated by using the formula correlation of r_{xy} :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum x)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

The correlation coefficient, symbolized by the letter:

r_{xy} : Pearson r

$\sum X$: The sum of scores in X distribution

$\sum Y$: The sum of scores in Y distribution

: the score of judge 1

$\sum XY$: The sum of products of paired X and Y score

$\sum X^2$: The sum of squared scores in X distribution

$\sum Y^2$: The sum of squared scores in Y distribution

⁴⁴ Hatch and Farhady. *Research Design and Statistics*. (Los Angeles: Newbury House Publishers, Inc., 1982), pp. 244

N : The number of paired X and Y scores

After collecting the total score of students speaking test, the writer analyzed the available data to measure the reliability of the instrument. She used interrater reliability, students speaking test were scored by the writer (Rater I) and the partner (Rater II).

After the calculation, the reliability of the test was found. The data obtained from the test had to be reliable. The criteria that can be used for the reliability index of the whole test r_{tt} are:⁴⁵

$0.00 \leq r_{tt} \leq 0.199$: Very low reliability

$0.20 \leq r_{tt} \leq 0.399$: Low reliability

$0.40 \leq r_{tt} \leq 0.599$: Medium reliability

$0.60 \leq r_{tt} \leq 0.799$: High reliability

$0.80 \leq r_{tt} \leq 1.00$: Very high reliability

Based on the result of calculation, the writer has obtained that r counted are greater than r table at the level of significance $0.05 = 0.85$, it fell in a range between $0.80 \leq r_{tt} \leq 1.00$. Thus the writer can conclude that the instruments were reliable (see Appendix 2). The calculation of the test using the formula correlation of r_{xy} Product Moment of Pearson can be illustrated as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{N\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

⁴⁵ Ridwan Deliverer H. Buchari Alma. *Belajar Mudah Penelitian untuk Guru –Karyawan dan Peneliti Pemula: Korelasi Apearman Ran.* (Bandung: ALFABETA, 2004), p. 138

$$\begin{aligned}
& \sqrt{\{N\sum X^2 - (\sum x)^2\} \{N\sum Y^2 - (\sum Y)^2\}} \\
= & \frac{(20 \times 672) - (105 \times 116)}{\sqrt{(20 \times 631) - (105^2) (20 \times 742 - 116^2)}} \\
= & \frac{13440 - 12180}{\sqrt{(12620 - 11025) (14840 - 13456)}} \\
= & \frac{1260}{\sqrt{1595 \times 1384}} = \frac{1260}{2207480} = \frac{1260}{14857591} = 0.848
\end{aligned}$$

H.2. Questionnaire

The respondents for this try out were taken from the third semester students of Islamic Guidance and Counselling major. Students Language Learning Strategies use was measured by the SILL (Strategy Inventory Language Learning) developed by Oxford with answer ranging from “never or almost never” to “always or almost always”. These items Likert type indicates how often the learners tends to use Language Learning Strategies in general as well as a breakdown by parts that indicates which strategies the learner tends to use most often.

Using simplified English, this instrument was especially created for students learning English as a foreign language.. Data from questionnaire indicated that there were several strategies that students always and also never use when they learning speaking skill. The strategies classified into 6 (six) strategies: Memory, Cognitive, Compensation, Metacognitive, Affective and Social Strategies (see appendix 1).

From these kinds of strategies, this research only focus on Social Strategy used by the students The reason why choosing this one kind of strategy because communication strategies are understood as the focus on the process of participating in a conversation, which involves getting meaning and clarification, whereas social strategies are those that the students engage to face the opportunity to be exposed to the targetlanguage and practise his/her already gained knowledge.

H.3. Interview

Students interview were held on July 10th 2017. Items of social strategy such as “Do you always interact with classmates or other students in your language programs?” and “Do you always ask another student to practice their speaking with you?” This interview question held to know more information of social strategy that applied by the students during their language learning.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents the results of analysis of the data collected from speaking test, questionnaire and interview. These data were analyzed qualitatively and classified into social strategy. These are presented and discussed in the following sections.

A.1. Students Proficiency Level in Speaking

The speaking test was firstly carried out as a screening instrument that is to select suitable participants which would be assigned as good language learners and poor language learners. In this research, conversation practice which the topic of *profession and the exciting adventure*⁴⁶ was used as a test to measure students' ability in speaking skill.

Some of the respondent's scores during speaking tests were far from satisfactory; it means that they were experienced speaking problems during the test. Student's scores were ranked into five different levels of proficiencies.⁴⁷ These levels were then used to decide which participants suitable for this research. There were ten participants chosen to represent: five students from high level, five others from low level of proficiencies. These ten students were selected purposively for this study to get in depth information related to the strategies they used.

Speaking test was done by observing students oral performance in class, by monitoring their speaking activities. There were three basic types of speaking: *Imitative*, *Intensive* and *Responsive*.⁴⁸ *Imitative* is the ability to simply parrot back (imitate) a word or phrase a sentence. The second type of speaking is *Intensive* which means that production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. *Responsive* type of speaking such of speaking activities include interaction and test comprehension , short conversation, standard greetings, small talk and simple requests and comments . Responsive type of speaking is used in this research, because by doing the conversation between two students, the researcher can determine what kind of

⁴⁶ Ben Wetz. *English Alive*. (South Africa: Oxford University Press, 2010)., pp. 3-11

⁴⁷ H. Douglas Brown. *Language Assessment. Principles and Classroom Practices* .(New York: Pearson Education, Inc, 2004). 141

⁴⁸ H. Douglas Brown. 2004, pp. 141.

strategies that good language learners used and poor language learners did. The scoring system used in this research included five aspects: grammar, vocabulary, comprehension, fluency and pronunciation (See Appendix 3).

After administering speaking test, there were 15 students selected purposively for this study. The purpose of it to determine the strategies used by high, moderate and low based on the strategies of each level. Oral proficiency scoring categories by H. Douglas Brown can be seen in Table 1 below:

Table 1. Brown’s Classification Levels of Speaking Proficiency

Classifications	Indicators
High Proficiency Level	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
Moderate Proficiency Level	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
Low Proficiency Level	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.

Students in high proficiency level were able to communicate in the language accurately and fluently in order to participate fully and effectively in conversations. Respondents in this level were: SR#1, SR#2, SR#3, SR#4, SR#5. These respondents can be put in to Level Four of Oral proficiency scoring categories by H. Douglas Brown, as can be seen in the Appendix 3.

According to Brown, students in Level Four use the language accurately on all levels normally pertinent to professional needs. For the comprehension, they can understand any conversations within the range of their experience. And using vocabulary and intonation precisely to express meaning often show great fluency and ease of speech.

Students from moderate level were included into Level 3. They can participate effectively in most formal and informal conversations on practical, social and professional topics and can discuss particular interests of competence with reasonable ease. They are capable of asking a variety often necessary to obtain simple questions to satisfy basic needs. The respondents included to this level were: SR#6, SR#7, SR#8, SR#9, and SR #10.

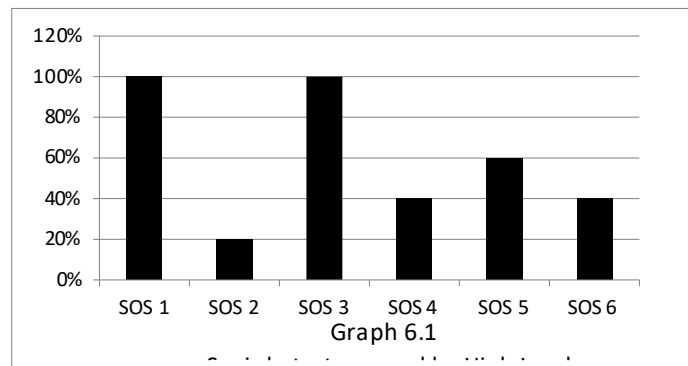
Unlike high and moderate level of proficiencies, the low level students can usually handle elementary constructions quite accurately but does not have through confident control of grammar. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

A.2. The Use of Social Learning Strategies.

The findings below presented the data obtained by using the Oxford's SILL (Strategy Inventory Language Learning) questionnaire. The questionnaire was based on the five points Likert's Scale, namely: 1 = never true of me, 2 = usually not true of me, 3 = sometimes, 4 =

usually true of me, 5 = always or almost always true of me. The researcher only focus on two opposite groups – high and low proficiency levels to see the different clearly. The data of the questionnaires show the most frequently used strategy by the students that is the students who chose Likert’s scale number 5, and the least frequently used strategy that is the students who chose Likert’s scale number 1. The respondents from three different proficiency levels (high, moderate and low level) gave variety variations in using Language Learning Strategies as their helpful strategies in learning English especially speaking skill.

Social strategy is the last type of Oxford’s language learning strategies which is a strategy for learning with others, asking questions for clarifications and cooperating with peers. The results of the questionnaire in Social strategy can be seen in the following Graph 1 below:



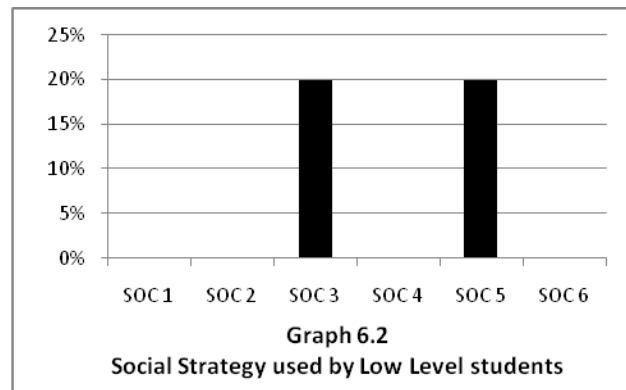
60% of high level students acknowledged that they always used social strategies in their learning (see Appendix 6.1) For each category, 100% of high level students chose SOC 1 and SOC 3 as their favorite strategy, and 20% of them chose SOC 2 as their least frequently used strategy. The most frequently strategies used by high level students shows in the following Table below:

Table 2.1. Results of Social Strategy Used by High Level Students

The most frequently strategies used	%
If I do not understand something in English, I ask the other person to slow down or say it again (SOS 1)	100%
I practice English with other students (SOS 3)	100%

The least frequently strategies used	%
I ask English speakers to correct me when I talk (SOS 2)	20%

The results of the data show that the high level students applied SOS 1 and SOS 3 as their most frequent used strategy. Unlike high level students, the low level students did not apply all of the social strategies. A half of the student's responses (50%) showed that they never used social strategy in their learning (see Appendix 6.3). The results of the questionnaire can be seen in the Graph 1.2 below:



Graph above indicates that majority of low level students were seldom practiced English with other students (SOS 3) and seldom to ask questions in English (SOS 5). Only 20% of this level chose SOC 3 and SOC 5 as their strategy, as showed in the following Table:

Table 2.2. Results of Social Strategy Used by Low Level Students

The most frequently strategies used	%
I practice English with other students (SOS 3)	20%
I ask questions in English (SOS 5)	20%

The results of research findings above shows that low level students use least strategies than high level students. Table 7.2 below shows the least frequently used strategies by low level students:

The least frequently used strategies	% (Never Use the strategies)
I ask English speakers to correct me when I talk (SOS 2)	60%
I ask for help from English speakers (SOS 4)	60%
I practice English with other students (SOS 3)	40%

Social strategies, such as asking questions and practicing, can help elicit information and encourage information. Students from high level use social strategies to become even better; while, less effective learners or low level students did not use it as their strategies.

In foreign language teaching the use of social strategies can help the weaker students to catch up some language from their more advanced classmates and to build their relationships in class. It also works vice versa on the level of help and patience.

Peer cooperation is especially between students in university level, moreover, it implies the absence of competition and the presence of group spirit. It is obvious that communicative interaction encourages cooperative relationships among students, as it gives students an opportunity to work on negotiating meaning.

Social strategies allow the students to learn to understand another student's feelings, to tolerate different opinions, thoughts and cultures. According to Oxford, empathy is essential to successful communication language. People differ in their behaviour, manners and expressing their feelings and attitudes.

B. Discussions

B.1. Social Strategy Used by More Successful and Less Successful Learners

Language is a form of social behavior and communication, which occurs between and among people.⁴⁹ Learning a language thus involves other people, and appropriate social strategies are very important in this process.

As it is shown in the table above, there were 100% (all of the respondents) that *ask another person to slow down or say it again if they do not understand something in English* (SOS 1). This finding is in line with Oxford's theory that stated; "One social strategy concerns asking questions for clarification (when something is not understood)"⁵⁰. The researcher often heard when entered the respondent's classes when they ask their friends for clarify some words, such as: "What do you mean? What are you saying / trying to say?"

100% of the respondents *practiced English with other students* (SOC 3). This result was in line with the Oxford's theory; cooperating with peer. The students working

⁴⁹ Rebecca L. Oxford, pp.145

⁵⁰ *ibid.*

with other language learners improved language skills. This strategy can involve a regular learning partner or a temporary pair or small group as can be seen in the following interview:

Q : Do you always ask other students to practice their speaking with you?

SR#1 : I do ask, but not always, not often every my friends...(see appendix)

SR#5 : Yes, sometimes I ask my friends to speak English with me.

More successful language learners feel confident and recognize the importance of interacting with others in order to improve foreign language performance. Less successful learners were not applied all of the social sub strategies in their learning. Only 6.7% social strategies applied by less successful learners and most of them never used social strategies, as seen in Graph 12 below:



It also seen from the Table those only 2 students (40%) sometimes *practices English with other students (SOS 3)*. The following interview stated that most of the low level students seldom practicing English with their friends:

Q : Do you always ask another student to practice their speaking with you?

SR# 13 : Sometimes, I practice my English with my friends.

SR# 20 : Saya jarang sekali berbicara bahasa Inggris dengan teman-teman.

(I seldom to speak English with my friends)

They almost never *ask for help from English speakers* (SOS 4), and only 40% of them *ask questions in English* (SOS 5). More effective learners felt confident and recognize the importance of interacting with others in order to improve Foreign Language performance. Less effective learners, however, suffered from inability to communicate correctly and fluently in which they are expected to socially interact.

Another important feature of student's role is that they become more responsible managers of their own learning, which leads to student's learning autonomy and supports students' needs, especially while working in pairs or small groups. Moreover, while communicating, the student is not directly forced to use exactly only one possible way of self-expressing, as it is typical for grammar-translation method, but is given a choice not only about what to say, but also how to say it, which is more natural. Also, students can better identify with their roles in the interaction than during controlled language practise. It is highly desirable that the students create the interaction themselves, during role plays, discussions etc., which makes the learning process more effective.

Most of already mentioned open-ended exercises can be recognised as drama techniques, which are nowadays continuously penetrating into all curricula subjects.

The analysis of classroom observation during speaking class can be analyzed as:

- the students involve the students' personalities and ideas.
- They are open ended.

- They encourage to take risks, while recognising that shy students have the right to remain silent or withdrawn.
- They recognise the importance of self-esteem in all learners.
- They recognise that students have bodies as well and that sitting still for long periods is bad for one's mental and physical well-being.
- They assert that failure has no place in the mixed ability class.
- They try to make both self-aware and aware of others.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the results of the data analysis, the following conclusions are described as follow:

Social strategies have become a standard part of foreign language lesson, because they involve communication and, as the research has shown, people learn foreign languages to be able to communicate. Concerning the frequency of dialogues in our daily life and the effort to prepare the language students to use the target language in common daily situations, it has to be admitted that pair work or work in small groups of students are inevitable.

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The learners can be described as good language learners if they know how and when to apply strategies appropriate to their own language learning need.

Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at a learning task generally are successful in learning English.

In social strategy the questions were designed to test the ability of using strategies to learn with others. The analysis of the data reveals that more successful learners mostly prefer strategies in items 1 and 3; *they ask the other person to slow down or say it again, and practice English with other students.*

The overall results of the study shows that there are relationships between language learning strategies used and student's proficiency levels. According to the results of this study, Language Learning Strategies is more frequently used by higher level students than low level students or less successful learners who use less frequent strategies in English learning especially in speaking skill. The results of several "good language learners" studies argues that successful foreign language learners use a variety of strategies to assist them in gaining command over new language skills. The selections of appropriate language learning strategies enables to take responsibility for their own learning by enhancing learner autonomy, independence and self direction, necessary attributes for learning. It means successful language learners appear to use a wider range of strategies in a larger number of situations than poor language learners.

B. Suggestions

In the light of the study, the following suggestions can be made in order to improve the strategy preference and use of the learners:

1. The language learning strategies in general should be taught to language learners so that they can better exploit them while they are learning a language.
2. It is advisable for each language teacher to detect the language learning strategies of their students and help them compensate the missing areas in their strategy preference and use.
3. A major outcome of the research into the strategies used by successful language learners is the conclusion that learners should be taught not only the language but also directed toward strategies they could use to promote more effective learning.
4. Strategy Based Instruction (SBI) is a learner-centered approach to teaching that extends classroom strategy training to include both explicit and implicit integration of strategies into the course content. SBI is the training that will help the students become aware of what strategies are and which strategies they are already using. This consciousness-raising helps students begin to think about their own learning process. Some learners may not be aware of which strategies they use or which strategies are available to them. The teacher can therefore help these learners to recognize the power of using strategies by integrating learner-strategy training into the regular lesson, teaching them how to evaluate each strategy, and how and why to use them. It is important though that the individual language tasks, and the characteristics of each learner, are taken into account when doing such training. Some learners may be resistant to change, and the teacher will need to be creative to find ways to disguise the new strategies as old ones.

5. Hopefully the findings can help language teacher facilitate teaching and learning more effectively by focusing not only on the teaching methods but also at the strategies learners employed.

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