

SPEAKING STRATEGIES USED BY THE PROMINENT STUDENT AT SMK PGRI 3 MALANG

Raviona Annida

Universitas Palangka Raya, Central Kalimantan

annidaraviona@gmail.com

Abstract

Being an expert in English means mastering basic English skills. There are strategies used by students in order to make the students master English skills. One of the skills that must be learned is speaking. The participants are given some questions in the form of an open-ended interview by the researcher to identify prominent students' English speaking strategies. The participants of this study were prominent students at SMK PGRI 3 Malang. The researcher used a qualitative method with a case study design in conducting this research. The research was conducted for a couple of weeks. The total of students who participated in this research was two prominent students. The instruments of this study were adopted from Quadir Mst. Moriam, *Speaking Strategy Use by the EFL Students in Japan and Bangladesh, 2005*. The data was validated used data triangulation. The study results show that the cognitive attribute is the most speaking strategies used by the prominent student. The application of the cognitive attributes affects the two prominent students in dominating speaking skills in English. The cognitive attributes also help the two prominent students learn the new vocabulary and some nice sounds or phrases to speak English easily.

Keywords: *English speaking, prominent students, speaking strategies*

Introduction

Being an expert in English means mastering basic English skills. There are four skills of basic English, namely reading, listening, speaking, and writing. Mostly, students have to master the basics of English to enrich their English knowledge. One of the skills that must be learned is speaking. According to Chaney (1998), speaking is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts. Speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). In this sense, the speaker tries to get the information by comprehending the utterances. They must have adequate knowledge of the language, which has a different system as well as possible. Following this, Ellis (1986) claims that the learner's proficiency level influences his strategy choice. Some of the students confirmed that their strategies had a more significant impact on their learning process. So, it can be concluded that more and more students have a speaking strategy; the mastering of speaking also gets better.

Review of Previous Studies

Some studies have already been conducted in the field of speaking strategy. One of the current research was conducted by Lopez et al. (2011). They researched students studying for a BA in English Language Teaching (ELT) in five Mexican public universities. Students from these universities were given questionnaires concerning their use of speaking strategies. The results showed that most students' strategies are: asking for repetition; use paraphrasing or synonyms for unknown words; and asking for message clarification. Although there is a wide range of strategies in use, students tend to select strategies according to their language proficiency level. The second is to study Larena (2011).

This article presents a research study that analyses eighth and twelfth graders' knowledge of speaking strategies to communicate in English. The Oral Communication Strategy Inventory, developed by Nakatani in 2006, was applied to 108 students belonging to the public, semi-public, and private educational sectors in Chile. The findings show that 8th graders claim to have a broader knowledge of speaking strategies than 12th-year secondary students. The knowledge of speaking strategies of elementary and secondary school students does not vary

depending on the type of school: public, semi-public, and private. The last is a study by Moriam (2005) that investigated the differences in speaking strategy used by the EFL-major university students in Japan and Bangladesh. EFL speaking strategies were measured by a speaking strategy use questionnaire with items selected, combined, and simplified from two sets, Language Strategy Use Survey (Cohen and Chi, received from the internet on July 17, 2004) and The Strategy Inventory for Language Learning (SILL) (Oxford, 1990) on 165 EFL-majors, 102 Japanese (70 females and 32 males) and 63 Bangladeshi (26 females and 37 males).

The previous studies' conflicting result leads the researcher to investigate more in-depth about the speaking strategies used by two prominent students at SMK PGRI 3 Malang, which in this present study uses a case study design. Suppose those two previous studies used a survey design, which needs to take a sample or did it on the general student. The recent study uses a study case, qualitative research that investigates the characteristics or phenomenon naturally without any intervention and manipulation of the variable. This study only focuses on the prominent students the researcher thinks to meet the criteria, while the two previous studies were generally studied.

Research Methodology

This research is a case study investigating the strategy used by prominent students at SMK PGRI 3 Malang. This design is chosen because the researcher wants to know about the prominent students' speaking strategy. According to the proposed definition of a case study, an empirical inquiry investigates a contemporary phenomenon within a real-life context; when the boundaries between phenomenon and context are not evident, multiple sources of evidence are used (Yin, 2009). This study's participants are two prominent students categorized by the prominent students' score, the class activity, and the English teacher's interview. Those are; 1. Prominent student 1, grade XII Animasi as a winner of animation competition (as a speaker), joined the LCC Debate Competition and motivated learning speaking; and 2. Prominent student 2, grade XII Animasi as a higher score in class based on the data that is given by the teacher and interviewed some English teachers. The first step that the researcher did in formulating the problem. The second step is looking for the participant. The third step is observation. Observation is done by observing the prominent students' activities. In this study, the researcher is a silent observer, so the researcher observed the prominent students' speaking strategy using observation checklists. The fourth step is the interview. The interview guide consists of 12 questions taken from a study by Moriam (2005). Twelve questions are about the prominent students in using speaking strategies divided into five categories classified by Stern (1992). Those are management and planning, cognitive, affective, Communicative-experimental, and Interpersonal. The last is data analysis. At the end of collecting the data, the researcher analyzed the data.

Findings and Discussion

The study's finding covers the researcher's data through interviews with the English teacher and the two prominent students.

The Strategies Used by The Prominent Student in Speaking

In the finding, the researcher found that every prominent student had their strategies while speaking using English. The researcher interviewed the prominent student using four attributes; those are Management and Planning, Cognitive, Communicative-experiential, and Affective. The researcher found that the two prominent students practice this attribute in speaking in the 'cognitive' attribute. It consists of 'improving vocabulary', 'watching a movie', 'listening to music', and 'practicing a new grammatical' strategy. In comparison, 'Cognitive' attributes help them in increasing their new vocabulary. Other attributes were the 'Communicative-experiential' that consists of how prominent students face the lack of

vocabulary while speaking, 'Interpersonal' attribute that consists of the interpersonal of the prominent students itself. For the last attribute was the 'Affective' attribute that consists of the 'self-confidence' strategy. The researcher found that the two prominent students had self-confidence well.

Result from The Interview with The Prominent Students and The English Teacher Management and Planning Attributes

Taking The Opportunity; In 'taking the opportunity' strategies, the two prominent students have the same idea. They always try to speak in English whenever they get the opportunity. The English teacher's data confirmed that every prominent student used the opportunity to speak in English whenever they had it. Based on the two prominent students and the English teacher, the answer is quite similar. The two prominent students always take the opportunity to speak English. **Setting Planning;** In setting planning strategies, the way the two prominent students were different. The prominent student 1 was planning out for making sure that is related to the conversation. The English confirmed that prominent student 1 was planning out the conversation. While the prominent student 2 had no plan out what he wanted to say in English. Based on what had been said while interviewing the English teacher, the two prominent students had their way in setting planning the conversation. The prominent student 1 has to plan out the conversation to make sure what he wanted to say in English. While the prominent student 2 prefers to speak in English without planning it out before.

Cognitive Attributes

Learning Using the new vocabulary; In learning and using the new vocabulary in speaking English, the two prominent students had a different view. The prominent student 1 did not use new vocabulary in speaking. He usually uses the old vocabulary in speaking English. The English teacher confirmed that prominent student 1 did not use the new vocabulary when he got it. While the prominent student 2 had to learn the new vocabulary and use it in speaking. The English teacher confirmed this that the prominent student 2 used the new vocabulary in speaking English. Furthermore, the interview found that the two prominent students learn the new vocabulary and use it to speak English. **Watching TV or listening to music;** In this strategy, the two prominent students had the same idea. The researcher found that the two prominent students love watching TV and listening to music to increase their speaking skills. Besides, the English teacher also teaches English with movies and music. This was confirmed by the English teacher that she is mostly teaching English by watching movies and music, so the prominent student could understand English easier. Based on the interview data, most prominent students use watching movies and listening to music strategies to increase their speaking in English. **Correcting pronunciation;** In correcting pronunciation, similar to watching movies and listening to music, the two prominent students always correct their pronunciation but in each other's different way. Prominent student 1 and the prominent student 2 corrected their pronunciation with self-learning, looked for the correct one, and spoke up by asking the English teacher. Based on the research data found by the researcher, the two prominent students always correct their pronunciation in their own way. They correct the patterns by seeking information on social media and learning platforms, watching English movies, listening to music, and asking the English teacher. **Practicing New Grammatical;** In practicing new grammatical, the prominent 1 was afraid of making mistakes in using new grammatical in English, so the prominent student 1 had to think about what he wanted to say. While the prominent student 2 did not care about the new grammatical as long as the speaker and the listener understood the conversation. The English teacher confirmed that the prominent students always ask for the new grammatical that they learn. Based on what had been said while interviewing the English teacher and the prominent students, using new grammatical in speaking is too difficult. They also worry about making grammar mistakes, so the listener could not understand. Furthermore, they prefer to speak with easier grammatical.

Communicative-experiential

Describing Object In Other Word; In this strategy, the researcher asked about the two prominent students' solutions when they wanted to say something but lacked the necessary vocabulary. The result found that the two prominent students had different ways of facing the case. The prominent student 1 faced it by using the body gesture, the other vocabulary, or describing it well. While the prominent student 2 faced it by using other words. Based on the data, it can be conclude that these strategies used by the prominent students, but with the different characters. They prefer to describe the object that they do not know the vocabulary or use with other words.

Affective

Taking Risk; In this strategy, the two prominent students have their way of taking an English speaking risk. Prominent student 1 brave to take the risk of self-learning but by asking the English teacher. While prominent student 2 is also taking the risk of English speaking for learning. This also was confirmed by the English teacher that the two prominent students had a different way of doing this strategy. Based on the English teacher's data and the two prominent students, this strategy is also used mostly for English speaking learning. **Avoid Interference of Mother Tongue;** In this strategy, the two prominent students had a different answer because of their hometown's background. The prominent student 1 is from Bali, so he did not avoid interference of the mother tongue. While the prominent student 2 is from Malang, so he avoids interference with the mother tongue. Based on what had been said while interviewing with the English teacher and the two prominent students, the prominent students also used this strategy while speaking in English. Some of them use a certain accent in English speaking based on the accent that they know to avoiding the mother tongue. **Worrying About Mistakes;** The prominent student 1 still worries about making mistake too much. While the prominent student 2 did not worry about making mistake too much.

Interpersonal

Using English Every day; In this strategy, the two prominent students have had a different answer. It is because of the different environments of each other. The prominent student 1 was using English almost every day because the prominent student 1 lives in a tourist environment, while the prominent student 2 lives in an ordinary Indonesian family. **Others' Feedback;** This is the last strategy for this result. The two prominent students have the same answer: the two prominent students have to accept the other feedback to increase their speaking skills.

Finally, it can be concluded that almost all the speaking strategies are used in learning English speaking. However, there are still strategies not used maximally, for example, in practicing new grammatical. Practicing new grammatical is still considered the most challenging thing in learning English, especially by two prominent students. They prefer to speak in English spontaneously with awareness about the grammar a bit.

Discussion: This study aimed to know the speaking strategies used by the two prominent students at SMK PGRI 3 Malang. To answer this study's problem, the researcher distributed the interview to the two prominent students. The result shows that there are some different strategies used by the two prominent students. However, it confirmed that there are strategies that have a positive impact on the two prominent students. The qualitative findings that cognitive attribute is the attributes that the two prominent students used in learning English speaking. They had high motivation to learn of speaking English and good self-confidence, so learning English speaking also got more accessible. According to Purnama et al. (2019), learning goals are hard to achieve without motivation because the students' effort and desire affect the learners to achieve the learning goals.

The research finding shows that the two prominent students mostly have a good reaction toward cognitive attributes, helping in strategies for learning speaking English processes such

as learning speaking by watching English movies or listening to music. The two prominent students can add the vocabulary for the conversation by taking the excellent sound from English movies or listening to music. The two prominent students prefer to learn to speak English using cognitive attributes because the English teacher mostly teaches them by watching TV or listening to music in class. By that strategy, the two prominent students can increase their speaking skills in English. This result was supported by Ardiansyah (2015) that cognitive strategy was found that the ways successful students used this strategy through using resources for receiving & sending messages, formally practicing with sounds and writing systems, practicing naturalistically, recognizing and using formulas & patterns, and recombining.

While the other result of this research found that the two prominent students are confident enough to show their English skills, a study by Khoriroh (2018) said a positive and significant effect on self-confidence in speaking skills. This is also supported by Moriam (2005) that cognitive and affective strategies were found to have the strongest correlations with other categories.

Conclusion

Based on the findings, the researcher concludes that the English speaking strategies used by the prominent students are cognitive attributes. Even though the two prominent students also use another strategy, such as management and planning, communicative-experiential, and effective, they are more likely to use cognitive strategy. By using, the cognitive attributes could help prominent students in improving the English speaking. As for the impact of using cognitive attributes, the two prominent students prefer to learn English by watching movies or listening to music because it could help the two prominent students in speaking English. The application of these attributes also helps the two prominent students learn the new vocabulary and some nice sounding or phrases, so the two prominent students would speak English well. Also, the researcher implies that the most substantial attribute is cognitive. It is hoped that in the future, there will be activities that accommodate all students, not only the prominent students, to be able to apply the cognitive attribute so that all students can improve the English speaking skills.

Furthermore, by seeing the appearance, the researcher also found that the prominent students' actions related to the strategies and are strengthened by the English teacher. Even though it was the same actions of using strategy, the use was different from prominent students to others. Therefore, it was back again to how they rely on the strategies that help them speak English better.

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