SKRIPSI

THE STUDENTS' LEARNING STRATEGY AND MOTIVATION IN DEVELOPING THEIR SPEAKING ABILITY AT SIXTH SEMESTER OF ENGLISH DEPARTMENT (IAIN PAREPARE)

By:

ERA DAHLAN
Reg. Num. 15.1300.059

ENGLISH EDUCATION
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fullfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)
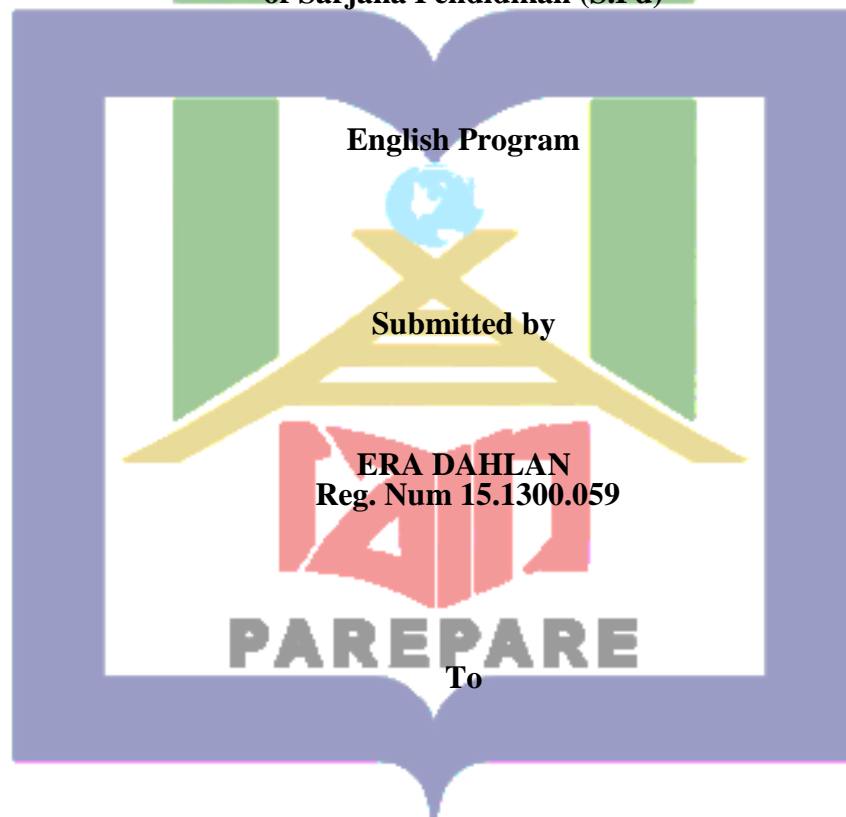
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STATE ISLAMIC INSTITUTE (IAIN)
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2019

ii

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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted by

ERA DAHLAN
Reg. Num 15.1300.059

To

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iv

SKRIPSI

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Submitted By

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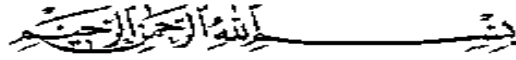
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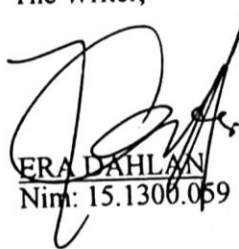
DECLARATION OF THE AUTHENTICY OF THE SKRIPSI

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State that this skripsi was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 13th December 2019

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ABSTRACT

Era Dahlan, *2019. The Students' Learning Strategy And Motivation In Developing Their Speaking Ability At Sixth Semester Of English Department (IAIN Parepare),* (Supervised by Abdul Haris Sunubi and Ahdar)

The aim of this research was to know the Students learning startegy and motivation in developing the students' speaking ability at sixth semester of English faculty (IAIN Parepare). The researcher was applying at sixth semester of English department (IAIN Parepare) through a descriptive qualitative research. This research were using three kinds of instruments.

The first instrument was test, where the purpose of this instrument was to know the student ability in speaking. The second was interview, the aim of this instrument was to know what strategy that the student use to develop their speaking. The last was questionnaire, where this instrument was to know the motivation of the student in order to develop their speaking.

After analyzing the data from the questionnaire the researcher found that students in the high and low category have the same strong motivation in developing their speaking. However, in terms of using strategy, the students in high category use more variated strategies than the low category. The students in high category mostly apply cognitive and metacognitive strategy while the students in low cataegory mostly used social strategy.

Keywords: Speaking, Learning Strategy, and Motivation.

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

Number of Appendix	Title of Appendix
1.	Speaking test
2.	Interview
3.	questionare
4.	Surat izin melaksanakan penelitian
5.	Surat penelitian
6.	Surat izin telah meneliti
7.	Curriculum vitae
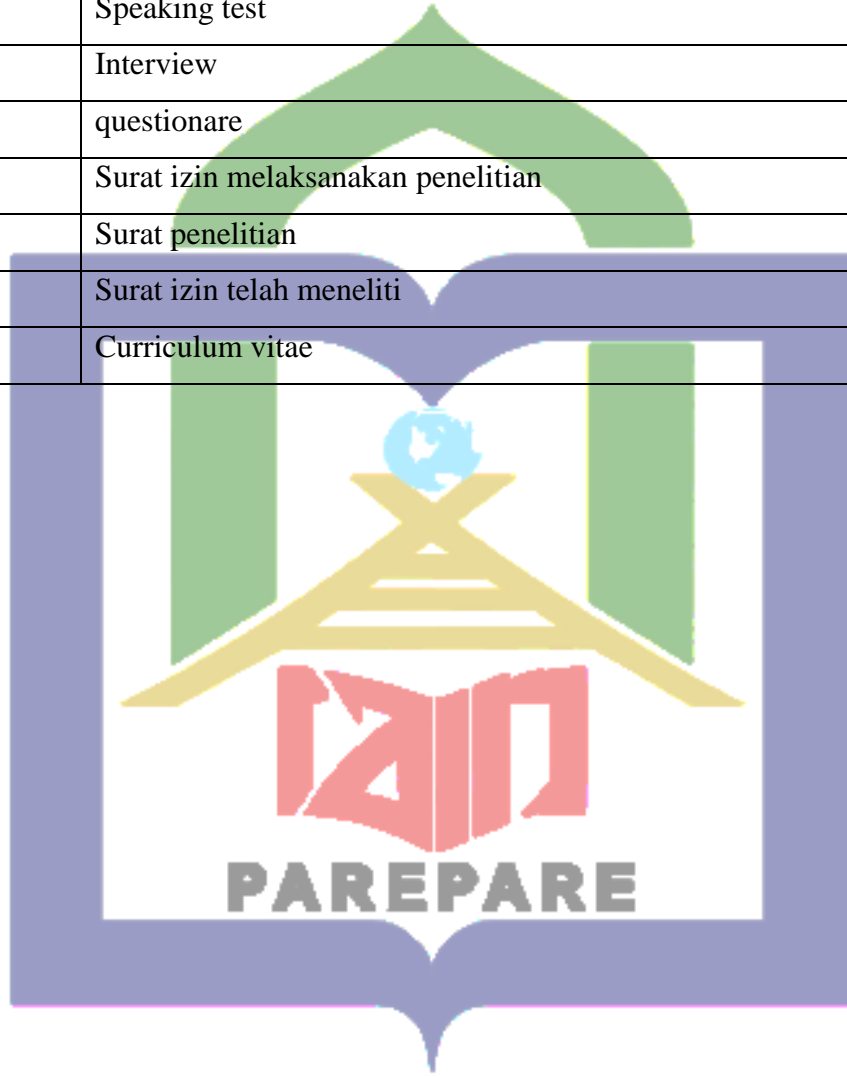
CHAPTER I
INTRODUCTION

1.1 Background

Language has a big role in the communication process. Language is one of the human basic needs and it cannot be separated from their life. As social creatures, people need language to communicate and interact with the other to fulfill their needs. As one of the languages in the world is spoken in many countries, English is considered and applied as an international language. In Indonesia, English becomes an important language besides Bahasa Indonesia, especially in the education aspect. Based on the importance of English, students are required to master four English skill. Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language.

However, speaking a foreign language is not an easy skill to be mastered by students. Students consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. For most people, learning to speak became the most difficulty when they learn a foreign language. They have to learn about grammatical, pronunciation, and vocabulary at the same time.

In receiving the lesson, especially English, the students face some difficulties. The difficulties faced by students are not the same. Every learner has a different ability to catch the material. They have their own ways to be able to understand the

lesson. There are students who find difficulties to understand their teacher explanation. They do not like if the teacher talks too much in the class. On the other hand, the other students cannot understand the lesson without the teacher explained in detail. Therefore, the students have a different strategy in studying. Theoretically, the way of learning is called a learning strategy.

In fact, in the teaching-learning process, sometimes the teachers do not apply an appropriate learning strategy for teaching speaking. Therefore, the students itself has to have their own strategies to help them in studying. Several problems which are faced by poor students in learning English as a foreign language. First, students cannot sustain spoken interaction beyond short segments. Second, students experience frequent communication breakdowns and misunderstandings. Third, students lack vocabulary that is needed to talk about common utterances. Fourth, students lack communication strategies. Fifth, students speak slowly and take too long to compose utterances. Sixth, students cannot participate actively in the conversation. The last, their spoken English does not sound natural. In order to become successful in speaking, students need particular learning strategies. Some students are good and some of them are failed. It might be caused by language learning strategies.

Therefore, the students need a particular strategy in learning to help them gain the knowledge and skills Bjorklund stated that "strategy is goal-directed and deliberately implemented mental operations used to facilitate task performance." From that statement, it is clear that strategy is a specific method used by students to solve a problem or task when they are learning the students use different strategies to learn the second language. It depends on the students themselves and their

characteristic. They can choose the appropriate learning strategies that is suitable for them to help them understand what they have to learn.

From the statement above the researcher conclude that learning strategies can be used to solve students' problem in speaking. Other than that in the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in an educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the students themselves that are the intrinsic, or outside of the students, that is, the extrinsic, for those who have intrinsic motivation, they will have strong responsibility to learn.

On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves. Therefore, motivation provides the encouragement for showing what we have learned. In general, motivation becomes one of the factors like intelligence or previous learning that determine to a goal or access to a certain degree from competence in their job until they gain enough success in learning and academic achievement. Students thoughts guide their motivation.

According to Sardiman motivation can be defined as the overall driving force in the student who raises, ensuring continuity and provide direction and learning activities, so that the objective can be achieved.[1] It means that, motivation is a force to encourage or provide direction to students so that students can easily achieve the goals of their learning.

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[1]Sardiman, *Interaksi dan motivasi belajar mengajar* (Jakarta: Raja Grafindo Persada, 2016), p. 102.

According to Nicholson there are some characteristics of student motivation, they are interest in learning, participation, focus of the work activities in classroom, and enthusiasm doing task.[2] It means that, the students who have high motivation, they will always enjoy in learning. When the teachers give task, they will enthusiasm and focus to do task.

From all of the statement above researcher can concluded that learning strategies is important for students to improve their speaking. They can speak English very well when they have good speaking strategies. On the other hand, they cannot speak English well if they do not have good speaking strategies and students can improve their speaking if they have high motivation and good independent learning. On the other hand, they cannot improve their speaking when they do not have high motivation and good independent learning.

Based on the researcher observation before toward student English department of IAIN Parepare, it is found that some students were willing to speak English voluntarily. Those who were willing to speak English voluntarily seemed to be better speakers of English. It is also found some students were unwilling to speak English, they would speak up when they asked to. Based on the researcher interview with some students, it is found that there was some factor that make the students failure in learning speaking. First, they were very of making mistakes. It could be one of the effect of their previous learning experience. Second, they were afraid of failure, laughter, and ridicule. Third, the students were seldom to speak English because of the lack of vocabulary.

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[2]Henry. J, N, *Comparison of the motivation learning strategies employed by adult learners in industrial training programs* (New York: Proquest Information and Learning company, 2007), p. 22.

Considering the result of the researchers' observation and interview with some students, so the researcher would like to look further and conduct research about the students learning strategy and motivation to developing their speaking ability at sixth semester of English department (IAIN parepare).

1.2 Problem Statement

Based on the background above, the researcher formulates the research question as follows:

1.2.1 How is the students' learning strategies in develop their speaking at sixth semester of English department (IAIN parepare) ?

1.2.2 How is the students' motivation in develop their speaking at sixth semester of English department (IAIN parepare) ?

1.3 Objective of the Research

Based on the problem statement above, the objective of the researcher is want to know how is the students learning strategies and motivation to developing their speaking.

1.4 Significance of the Research

The significance of the research consistst of theoretical significance and practical significance.

1.4.1 Theoretical significance

There are two benefits of Theoretical significance. The result of this study can be used as additional knowledge to improve the ability to speak in learning the speaking process. The second is the result can use to reference for the next researcher as a contribution of opinion that can be taken as references concerning in the same areas.

1.4.2   Practical significance

In practical significance there are some significances of this research., for the researcher, this research gives an alternative source and references to other researchers in their attempts to study about learning strategy and motivation especially in developing speaking skill, for the readers, it can enlarge the knowledge of the reader about learning strategy and motivation especially in developing speaking skill.

1.5   Scope of the Research

In order to focus on the study, the researcher limits the study on the Students learning strategies and their motivation in developing their speaking. It is will explain how is the students learning strategy in developing their speaking, how is the students' motivation in dveloping their speaking at sixth semester of English department   (IAINparepare).
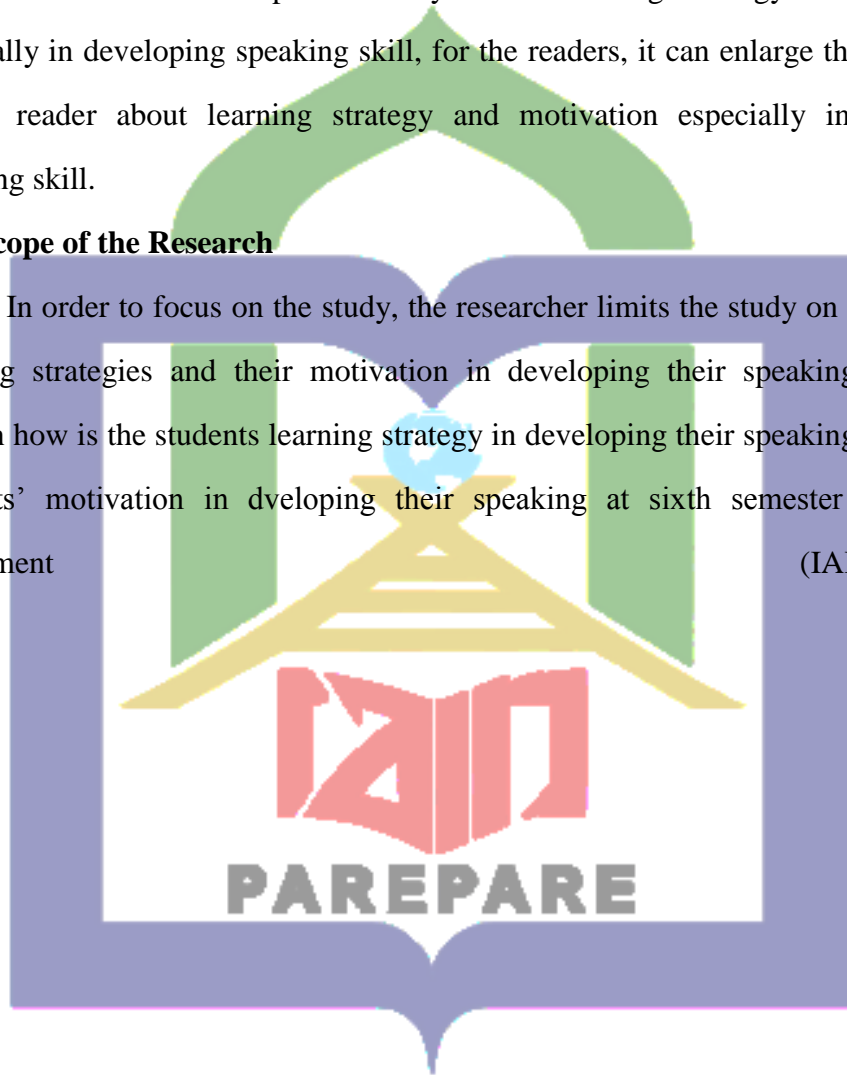
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research finding

There are some researchers have conducted research namely:

Ridianto in his result research *"The contribution of students' speaking learning strategy and motivation towards their speaking skill"* conclude that there is positive and significant contribution of students' speaking learning strategies toward their speaking skill. The contribution of students' speaking learning strategies was 41.6% toward their speaking skill and effective contribution was 45.66%, (2) there is positive and significant contribution of students' speaking motivation toward their speaking skill. The contribution of students' speaking motivation toward their speaking skill is 19.9% and effective contribution was 21.84% and (3) there is positive and significant contribution of both students' speaking learning strategies and motivation toward their speaking skill.[3]

Putri Marinda Yulis in her result research *"The correlation between students' motivation and their speaking ability at 8th grade in MTSN Rambah"* conclude that the collected data showed that there is a significant corellation between students motivation in learning speaking and their speaking ability.[4]

Sofyan A. Gani in his result research *"student learning strategy for developing speaking ability at 8th grade in SMAN 3 Banda Aceh* conclude that students should be trained to be more aware of their own speaking learning strategies

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[3]Ridianto, *The Contribution of Students' Speaking Learning Strategies and Motivation toward Their Speaking Skill at STAIN Batusangkar* (Unpublish Skiripsi: STAIN Batusangkar, 2012), p. 63.

[4]Putri Marinda Yulis, *The correlation between students' motivation and their speaking ability at eight grade of MTSN Ramnbah* (Unpublish Skripsi: University of pasir pengarian, 2016), p. 50.

They should use appropriate language learning strategies more consciously, purposefully, and frequently to be more successful in developing their speaking skills.[5]

Some of the studies above have the same variabels with the author's research. In ridianto his research about student learning strategy and student motivation but his focus is more about the contribution. In putri marinda yulis research, her focus is only on the correlation between student motivation toward student speaking skill, and in sofyan A gani his focus is only on student learning startegy, which is mean both of these studies only have one variable that same with the research from the author because the research that will be carried by the author is about the students' learning strategy and motivation to developing their speaking ability, also all of the studies above is quantitative, while the research that will be carried by the author is qualitative descriptive.

2.2 Some Pertinent Ideas

2.2.1 The concept of speaking

There are some pertinent ideas in this research such us definitions of speaking, elements of speaking, type of speaking, the importance of speaking. The further explanation is presented below

2.2.1.1 Definitions of Speaking

According to Bailey in Kaharuddin, speaking is the production skill that consists of producing systematic verbal utterances to convey meaning.[6] Brown, Burns

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[5]Sofyan A. Gani, *student learning strategy for developing speaking ability at 8th grade in SMAN 3 Banda Aceh* (unpublished skripsi: universitas syiah kuala, 2015), p. 17.

[6]Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English.* (Yogyakarta: Trustmedia Publishing, 2014), p. 3.

& Joyce are of the opinion that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In addition, Bahar defines speaking as to say something from feeling and mind expressed through the sequence of sound (pronunciation), vocabulary, phrases, and sentences (grammar) that contain meaning (pragmatic) and (Semantic) to convey a particular function within a language.[7]

Based on the definition above, the researcher formulates that speaking is the production of a sequence of utterances of feeling and mind about something to the receiver. There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar. According to Walter speaking is one way of learning about oneself. In speaking, someone must face problems that have history and relative to other people, groups, and the predictions we have formed for living together. While Tarigan states speaking that is gotten by the children preceded by listening skill. After getting the language input the students are able to master the speaking skill. So, speaking is the way to express our idea and feeling to one another.

2.2.2   The Nature of Speaking

There are many definitions of speaking in language learning proposed by some experts. Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also

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[7]Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English* p. 4.

involves interaction which carries out a two-way communication using language and nonverbal codes to keep the listener pays attention to what the speaker is saying and to check that the listener understands the speaker's meanings. While Brown and Yule in Nunan suggest that spoken language consists of short and often incomplete utterances in a level of pronunciation. Repetitions, the use of fillers such as 'well', 'oh-uh' and 'oh' and overlap between one speaker and another can be often found in speaking.[8]

Richards and Renandya stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown stated that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.[9]

In other words, the nature of speaking is how to say something can be important as what person say in getting a meaning across. Therefore, speaking process should pay attention to want and how to say as well as to whom appropriately. Despite it is important for many years, teaching speaking has been

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[8]Prucesia Kumara Silva, *Improving Student's speaking skill through the use of video clips* (Unpublished Thesis: State university of Yogyakarta, 2013), p. 26.

[9]Setyadi,2014(Online)(https://pdf2doc.com/id/download/5vn6ew7xnthbu2s7/o_1d1q49gonu1 pg5p8qb4614751d/BAB%202-07202244045.doc?rnd=0.4494032012898045, assessed on 22 January 2019).

undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.[10]

The more think of the nature of speaking is to express the needs-request, information, service, etc. The speakers say words to the listener not only to express what in his mind but also to Express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings[11]

2.2.3   Element of Speaking

In speaking, it is very important for student to acquire the skill to express their ideas and opinions. Consequently, this competency should be mastered by the students of language. Following are the elements of speaking.

2.2.3.1 Vocabulary

The vocabulary as one of the elements of language is important to study, because without enough vocabulary mastery, the ability to communicate and convey cannot be established. Therefore, English teachers must have responsibility to use the material in teaching a foreign language. A vocabulary is defined as "all the words known and used by a particular person."

2.2.3.2 Pronunciation

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it

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[10]Rhodi Jones, *Speaking and Listening* (London: The Bath Press, 1989), p. 14.

[11]Gillian Brown and George Yule, *Teaching The Spoken Language: Approach Based on the Analysis of conversational English* (Australia: Cambridge University Press, 1989), p. 14.

refers to both within a particular dialect. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.[12]

2.2.3.3 Grammar

In linguistics grammar is the set of structural rules that govern the composition of sentences, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax and phonology, often complemented by phonetics, semantics and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage bocks and style guides that call themselves grammars may also refer to spelling and pronunciation

The term "grammar" can also be used to describe the rules that given the linguistic behavior of a group of speakers. The term "English grammar" therefore, may have several meanings. It may refer to the whole of English grammar that is to the grammars of all the speakers of the language, which means including a great deal of variation.

2.2.3.4 Accuracy

Accuracy is clear, articulate, grammatically and phonologically correct language. Fluency is flowing and natural language. Accuracy is achieved to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken language, whereas fluency is probably best achieved by allowing the "stream" of speech to "flow".

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[12]Wikipedia the free encyclopedia. Pronunciation (en.wikipedia.org) accessed on 17 march 2019.

2.2.3.5 Fluency

Fluency is the quality of being able too speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes error in pronunciation and grammar. Fluent in speaking English is a goal for many learners of English. Fluency means being able to communicate our ideas, without having to stop and think to much anout what you say. Fluency task that must build confidence in students.

2.2.3.6 Content

Wherever possible, the content must be practical and can be understood, students are expected not too many use vocabulary or grammar new base, and focus on conversation. Convey the message to be in accordance with the intent of the conversation so it does not happen that different interpretations between the listener and speaker. The contents of a conversation that will greatly affect the message on to convey that message perfectly or not. Therefore, students need to understand the contents of the contents of message.[13]

2.2.3.7 Self-Confidence

Self-confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question. He feels like that, so he thinks he knows what will he say and how to express.

Based on the theory above, the researcher conclude that someone is said to be capable of speaking English if he can carry on a conversation reasonably. If he has

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[13]Arsy Said, *The effectiveness of make a match as teaching strategy to the students speaking mastery of the second year at Mts DDI* (Unpublished skripsi parepare: STAIN Parepare, 2012), p. 17.

good pronunciation, or produce words correctly and clearly (accuracy and fluency) he is said to have good English. Other components in speaking are effective factors and interaction effect. In teaching speaking, teachers should encourage the students to speak, because when learning to speak, the students are afraid of being wrong and making mistakes.

2.2.4   Types of Speaking.

Speaking are classified into two types as follow :

2.2.4.1 Speaking in social context

Recognizing speaking in term of defiinition is not the end to understand what speaking is, it is also important to recognize it in term of its type. As the matter of fact, understanding the definition of speaking gives the students aclearer picture about the existing components that shape askilll in spoken language called speaking.

2.2.4.1.1   Monologue

Monologue is a kind of speaking which is normally found in our social lives as in speeches, lectures, and news broadcasts. Monologue is commonly differentiate as planned and unplanned monologue. Planned monologue is usually preceded by preparing some prewritten materials to be delivered (such as official speeches and news broadcasting). Then, unplanned monologue is usually an impromptu one way speaking such as lectures and long story in conversation.

2.2.4.1.2   Dialogue

Dialogue normally refers to an interactional discourse which involves two or more speakers. Dialogue can be subdivided according to the purpose of the speakers' interaction. When the interaction is conducted to promote social relationship, the exchange is then identified as an interpersonal dialogue e.g. conversation. When

exchange is carried out to convey propositional or factual information, the interaction is then recognized as an transactional dialogue e.g discussion.[14]

2.2.4.2 Speaking in classroom context

Speaking not only occurs in social context, but also occurs in classroom context where students learn and practice using foreign language. In the classroom, the students may produce several types of speaking performance that communicative competence. According to brow there are six speaking categories that students may carry out in the classroom.

2.2.4.2.1 Imitative Speaking

Imitative speaking refers to producing speech by imitating language from either phonological or grammatical. This kind of speaking focuses on the phonetic level of oral production (i.e pronunciation) not meaning and requires listening just for the prompt. This type of speaking commonly done to help teacher asses the students' pronunciation skill. Therefore, it said that imitating of this kind is carried out not for the purpose of meaningful interacttion, but for focusing on orally repeating certain stings of language that may pose some linguistic difficulty.

2.2.4.2.2 Intensive Speaking

Intensive speaking goes a step further than imitative. Intensive speaking ia more than just repeating word by word. Intensive speaking can be self-initiated or it can even from part of some pair work activity, where students are going over to practice some phonological or grammatical aspect of language, the intensive aspect of speaking requires teachers to produce short stretches of language. The tasks are cued

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[14]Kaharuddin Bahar, *the communicative competence-based English language teaching* (Yogyakarta: TrustMedia, 2013), p. 19.

and the students will demonstrate their linguistic ability. This activity can be customized and created to cater to teacher or student needs and it can be authentic when formated meaningfully.

2.2.4.2.3 Responsive Speaking

Responsive speaking refers to the student speech production in the classroom in the form of short replies or student-initiated question or comments. These replies are usually sufficient and do not extend into dialogue which can be meaningful and authentic. Question and answer task usually consist of a couple question that are simple. Question at this level are usually referential question in which the test-taker is given more opportunities to produce meaningful language response. This assessment is usually one on one (student and teacher) but may include other students. This can be customized to varying proficiency levels and students/teacher needs.

2.2.4.2.4 Transactional Speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed an extended from of responsive speaking. Transactional speaking as a medium for transacting message is being spoken. The massage meaning and making oneself understood clearly and accurately are the central focus. In our social lives. Transactional speaking can be identified in terms of job interview, discussion, Etc.

2.2.4.2.5 Interpersonal Speaking

It is called interpersonal for reasons that primarily establish social interaction, it focuses on satisfying the participants' social needs, and it is interactive and requires two-ways participants. This interactional speaking is a little trickier for some students

During the interaction is going on, they often interrupt each other, in which one person will stop the other from speaking by asking a question.

2.2.4.2.6 Extensive Speaking

Extensive speaking is one of the most difficult aspect of speaking. The speaking tasks involve complex. Relatively lengthy stretches of discourse. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Oral presentation is allow students to use what they learned in English by culminating everything is one solid presentation.[15] In this research the researcher will focus in overall speaking from the students without exluding the types listed above.

2.2.5 The Importance of Speaking

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life.

Ramelan says that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering foreign language.[16] Thus speaking capability can be measured whether a foreign language learner in successful in learning or not. But in mastering speaking

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[15]Kaharuddin Bahar, *the communicative competence-based English language teaching* p. 22-24.

[16]Ramela, *Introduction to Linguistic: 4H* (Semarang: UNNES press, 2013), p. 13.

can be seen not only from the performance students in spoken, but also we have to see from their competence in using the language.

2.2.6 The Concept of Learning Strategies

There are some pertinent ideas in this research such us definition of learning strategies, types of learning strategies,

2.2.6.1 Definition of Learning Strategies

Learning strategy is step taken by people to achieve the goals of learning. Learning strategies are defined as steps taken by students to enhance their own learning. The strategies can be done inside or outside of the classroom based on the students themselves. A learning strategy here refers to a choice that the learner makes while learning or affects learning to process. There are many definitions of learning strategy described by expert.

Weinstein and Mayer define learning strategies as "behaviors and thoughts in which a learner engages and which are intended to influence the students encoding process".[17] In the same way, O"Malley & Chamot state that "thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" .[18] Similarly, Ellis said that, learning strategies consist of "mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" .[19]

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[17]Weinstein. C, E, & Mayer. R. E, *The Teaching of Learning Strategies* (Innovation Abstract the national for staff and organization development & The W.K Kellogg Foundation. Eric) p. 3.

[18]J. M. O'Malley & A. U. Chamot, *Learning Strategies in second Language Acquisition* (NY: Cambridge University Press, 1990), p. 11.

[19]Rod Ellis, *The Study of Second Language Acquisition* (Oxford: Oxford University press, 1997), p. 529.

From the opinion above the researcher can conclude that learning strategies are related to our way of thinking and our way of behaving that let us promote our learning and reach effective results. However, oxford also points out learning strategies are specific actions taken by students to help their own learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable.[20]

It is also ways to make learning, which means it is a way to manage time and make much work in a limited period of time. They have also the advantage of making learning enjoyable, since learning is going to be easy and fast. It will be necessarily enjoyable, especially when the stress of time and difficulty is no longer a problem. In brief, learning strategies are special tools of processing information that used by students to improve their comprehension, learning or retain new information. Learning strategies used by students to help them understand new information and solve their language problem.

The three categories are classified based on the function of learning strategies employed that used before, while and after the process of learning. The first and third category may include in indirect activities as it supports learning by providing learners strategies before learning takes a place and the second category will be in form of direct activities or conscious one as it involves student" attempts to use the language skill. The main goal in learning a language is how student can be a good language learner because there is an awareness of students that learning English is very important thing for us, that is why language students try to know how to learn a

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[20]Rebecca. L. Oxford, *Language Learning Startegies* : *What Every Teacher Should Know* (New York: Newburry House, 1990), p. 8.

language, not just what to learn. By knowing the characteristics of good language learners can help students increase their learning efficiency. Most of early the studies in the field of language learning strategies focused on identifying the characteristics of good language learner. Identifying and discussing the strategies used by good language learners are considered as a good way to make the learners aware of the notion of learning strategies

2.2.6.2 The Types of Learning strategies

Learning strategies have been classified in many different ways. Many studies were conducted to reach certain classifications, but I will mention the two very popular ones. The first one was made by O"Malley and Chamot and the second classification was made by Oxford in which many changes have been done.

After conducting many studies, O"Malley and Chamot come to divide learning strategies into three categories: meta-cognitive strategies, cognitive strategies and social-affective strategies.

2.2.6.2.1 Cognitive strategies:

They are used to manage directly incoming information, and use it skillfully in order to improve learning. They are more limited to specific learning tasks; they cannot be used for all the language tasks. They involve strategies like translation, notetaking, deduction, and contextualization

2.2.6.2.2 Meta-cognitive strategies:

Involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed". Meta-cognition is simply thingking about your

process of learning and seeing if it is going in the right way, and reflectingon the effectiveness of the strategies used so far.

2.2.6.2.3 Social-affective strategies:

Represent a wide grouping that involves either interaction with another person or conceptual control over affect". This means that the learner either interacts with others in order to support and promote learning, as in cooperation or asking questions for clarification, or uses some kind of control over his/her emotions including anxiety and stress to assist learning.[21]

Oxford classifies Language Learning strategies into direct and indirect strategies. The category of direct strategies consists of memory strategies, cognitive strategies and compensation strategies while indirect strategies comprise meta-cognitive strategies, affective strategies and social strategies.

2.2.6.2.4 Direct strategies

The direct strategies are beneficial to the students because they help store and recover information. These strategies help students to produce language even when there is gap in knowledge. They also help to understand and use the new language. The Direct Strategies are formulated as follows.

1. Memory strategies involves the mental process for storing new information in the memory and for retrieving them when needed. These strategies have fourr categoryrie (Employing Action means using Physical Response or sensation using mechanical technique, Review well means structured review, applying images and sounds means using imagery, mapping using keyword,

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[21]J. M. O'Malley & A. U. Chamot, *Learning Strategies in second Language Acquisition* (NY: Cambridge University Press, 1990), p. 45.

representing sound in student memory, creating student mental means grouping, associating/elaborating or debating)

2. Cognitive strategies This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing consists of (Practicing: repeating, formally practicing with sound in speaking, Receiving and sending messages: getting the idea quickly, Analyzing and reasoning: students are able to make reasoning deductively, analyzing expressions, analyzed contractively (across language), can be able to translating and transferred any idea to communicate, Creating Structure for input and output: taking note before speaking practice)

2.2.6.2.5 Indirect strategies:

Indirect strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies. The Indirect Strategies are formulated as follows:

1. Meta-cognitive strategies (they allow students to control their own cognition, which means to make arrangements upon the learning process by using functions such as centering, arranging, planning and evaluating.)

2. Affective strategies they help to regulate emotions, motivations and attitudes. (they include lowering anxiety, encouraging oneself and taking one‟ emotional temperature.)

3. Social strategies (they help students learn through interaction with others. They include asking questions, cooperating with others and empathizing with others.)[22]

2.2.7 The Concept of Motivation

Motivation is an intrinsic phenomenon that is affected by four factors: Situation, Temperament, Goal and Tool. However, tools to reach the target. People are motivated for achieving to the goals, necessities and instincts. Academic achievement has a special importance for seekers of science and students. With this motivation, people are motivated enough for successful completion of a task, gaining to a goal or access to a certain degree from competence in their job until they gain enough success in learning and academic achievement.

2.2.7.1 Definition of Motivation

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning. But they never offer a detailed understanding of what motivation is and what the sub components of motivation are. What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? All students, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.

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[22]Rebecca. L. Oxford, *Language Learning Startegies* : *What Every Teacher Should Know* (New York: Newburry House, 1990), p. 29.

In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the students themselves that is the intrinsic, or outside of the students, that is, the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves. Therefore, motivation provides the impetus for showing what we have learned. In general, motivation becomes one of the factors- like intelligence or previous learning that determine.

According to Dornyei and Otto, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operational zed, and (successfully or unsuccessfully) acted out. Motivation directs behavior and also initiates it. When we are sleepy we seek rest, not doing something else. When we are motivated by a desire for thrills or excitement, we may well try to do something fun for example fishing, swimming, diving, etc. So, motivation gets us up and doing, it energizes us, and it defines the directions or nature of the resulting behavior.[23] Sardiman state that the students' motivation has four characteristics :

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[23]Dornyei z & Otto Istvan, *Motivation in action : a process model of L2 motivation* (In Working Papers in Applied Linguistics Vol.4 Thames Valley University, 1998), p. 65.

1. Do the task intensively

The students who have high motivation in learning will show their big interest and full attention to the learning tasks and does a task continually before the task is finished. If the teacher gives task at school, the students will do seriously. They will not make noisy it can make their friend feel uncomfortable.

2. Solve the problem seriously

The students have problem in learning, they will solve it seriously. They always find the solution whatever the way to solve it or have willingness to do it. Because they know that the benefit of study is for he owns good. And also if they can solve the problem, they will feel satisfaction.

3. Never give up easily

If the students get the problem in learning they never give up easily. They will find the solution to solve it, for example; the students who get a problem to understand about English vocabulary, they will find the solution by studying with their friend who smarter than them. They can't enjoy before the find the solution about their problem.

4. Never get bored to do daily task.

The students who have high motivation will be more focus and serious in learning without getting bored when their teacher gives them a task regularly.[24]

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[24]Sardiman. A M, *Interaksi Motivasi dan Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2016), p. 83.

2.2.7.2 Kinds of motivation

Motivation devided into two part, they are intrinsic and extrinsic motivation. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation is appeared personal such as their comfort, happiness, interest. if the students have intrinsic motivation, they was easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals. Extrinsic motivation is is motivation which come from not from inside of ourselves but from outside, it means that extrinsic motivation is motivation that caused by outside factors of situation.

2.2.7.2.1 Intrinsic motivation.

According to schunk Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Intrinsic motivation is appeared personal such as their comfort, happiness, interest, if the students have intrinsic motivation, they

will easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.[25]

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[25]Schunk, R. Pintrich, & Judith, L. Meec, *Motivation in Education in Theory, Research, and Application* (San Francessco: josey Bass, 2008), p. 236.

2.2.7.2.2 Extrinsic motivation

Extrinsic motivation is motivation which not come from inside ourselves but from outside. As Oemar Hamalik explain that extrinsic motivation is motivation that caused by outside factors of situation.[26]According to Marsh extrinsic motivation is "Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior."[27]

Based on statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, friends, environment, etc. Actually, that factor can influence upon students' extrinsic motivation in teaching and learning process as follow:

1. Teacher

That a teacher also called a school teacher is a person who provides education for students. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the students learn hard. The teacher action success and its reward, failure and its penalties, authoritative demands, test, and competition.

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[26]Oemar Hamalik, *Kurikulum dan Pembelajaran* (Jakarta: Bumi Aksara, 1995), p. 113.

[27]Colin Marsh, *Becoming a Teacher Knowledge, Skill and Issues* (New South Wales: Pearson Australia, 2010), p. 58.

a.   Success and its reward.

This is the single most important feature in raising extrinsic motivation. students who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that students are aware of their own success; the message can be conveyed by a nod, a tick, even significant lack of response.

b.   Failure and its penalties.

Failure is not just a matter of wrong answer; students should be aware that they are failing if they have done significantly less that they could have, if they are making unsatisfactory, or not taking care. Failure in any sense is generally regarded as something to be avoided, where success is something to be thought.

c.   Authoritative demands.

Students are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.

d.   Tests.

The motivating power of tests appears clear: students who know they are going to be tasted on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

e.   Competition.

students will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively students' willingness to cooperate and help each other.

2. Parent.

Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect". This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3. Environment.

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable.

2.3 Conceptual Framework

The researcher focuses the research on the impact of student learning strategies and motivation in developing their speaking ability. The conceptual framework of this research is follows:
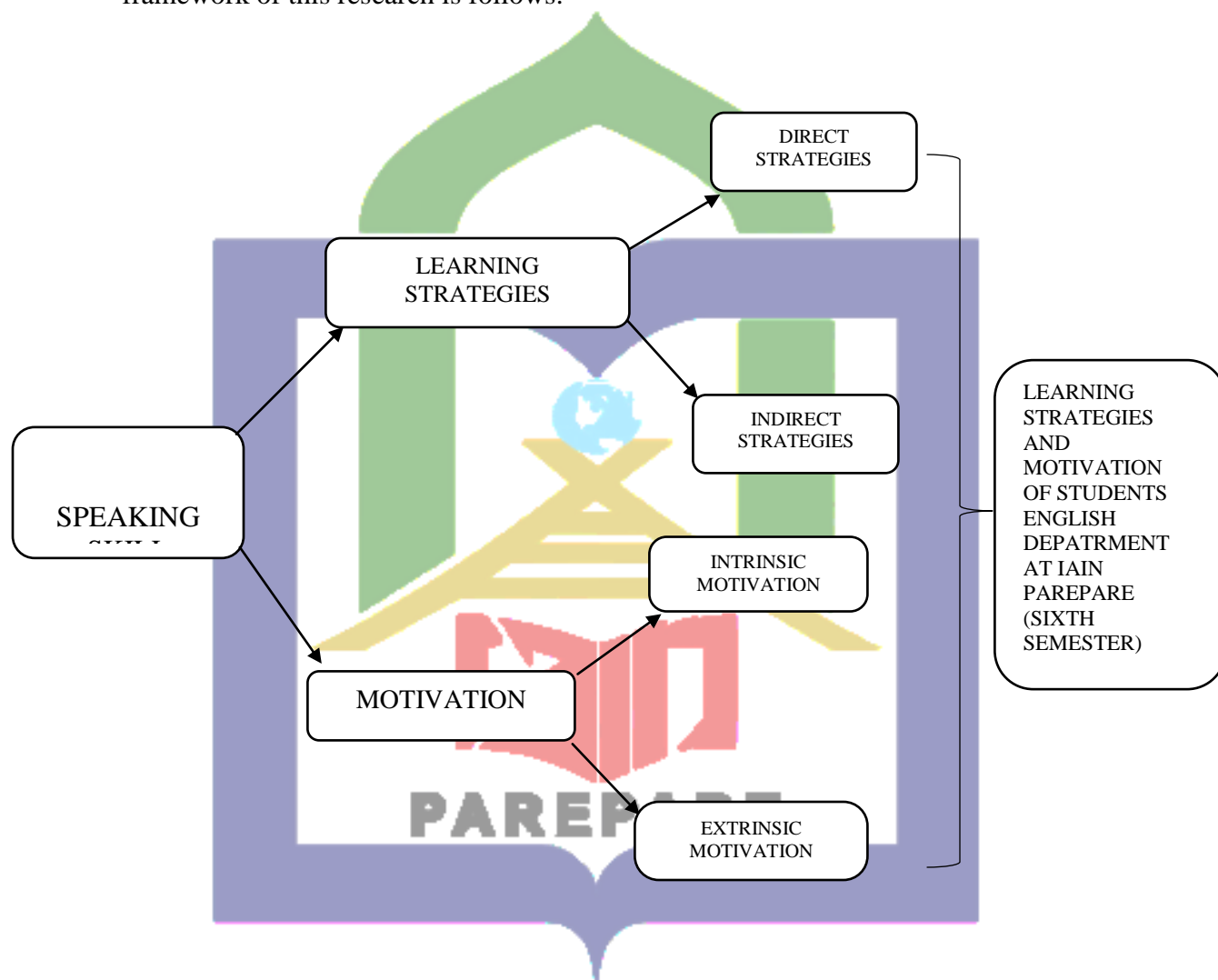
CHAPTER III

RESEARCH METHOD

3.1. Research Design

The title of the prospective adoptive researcher is The influence of students' learning strategy and motivation in develop their speaking, then in this study the researcher will use qualitative descriptive method. Sugiono argues that:

"Qualitative research is often called the method of naturalistic because the research is done on the natural condition (natural setting), also known as ethnography, because this method initially is more widely used for the research in the field of cultural anthropology, also called qualitative methods for the data collected and analysis is more qualitative".[28]

3.2. Location and Duration of the research

The location of the research took a place at at of State Islamic Institute (IAIN) Parepare. The researcher had conducted the research more than one month for collecting data.

3.3. Focus of the Research

The focus of this study is to know the students' learning startegy and motivation in develop their speaking whereabouts the researcher analyzed learning strategy of students in two facets that according to Oxford, they are direct strategy and indirect strategy. Also the researcher analyzed motivation of the students in two facets, they are intrinsic motivation and extrensic motivation Then, after the

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[28]Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), p. 14.

researcher get the data about students' learning strategy and motivation, for more the researcher was identify the students' skills in speaking.

Sofyan A. Gani in his result research *"student learning strategy for developing speaking ability at 8th grade in SMAN 3 Banda Aceh* conclude that students should be trained to be more aware of their own speaking learning strategies.

Researcher has conducted the research in English Department at the students that have learned about speaking. The researcher used technique simple random sampling in this research because technic simple random sampling is technique for getting samples that are directly carried out on the sampling unit, and then each sampling has the same opportunity to represent the population. The samples of the research were around twenty-fives students of English Department.

3.4. Kinds and Source of Data

Based on the source, research data can be grouped into two types of data, namely primary and secondary data.

3.4.1 Primary data is data that is disseminated by researchers directly from the data. Primary data also called original data or the most recent new data for dates to obtain primary data, which collected directly. Primary data obtained directly from the sixth semester of English Department State Islamic Institute of Parepare. They are selected randomly. The selected students are the respondents who have learned speaking. The respondents filled the questionnaire and participated in interview.

3.4.2 The secondary data in this study is data that has been processed in the form of a written script or document.[29] Secondary data is data that is collected directly; data obtained from existing data and has a relationship with the information to be studied.

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[29]Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung : PT Remaja Rosdakarya, 1997), p. 112

Secondary data can be obtained from various kinds of books, newspapers, documents, internet, journals, and other data that can be used as supplementary data. This is data obtained from the institution in the form of numbers student.

3.5. Techniques of Collecting Data and Instruments

Data is information that collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. There are two data collecting technique. Those are interview, questionnaire, and documentation.

Instrument is a tool that is required to get information. The researcher herself is the main research instrument. According to Lincoln and Guba stated that the instrument of choice in naturalistic inquiry is the human[30]. In this research the researcher analyzed the students' learning strategy by directly interview several students to find out what learning strategies they use. In this research, the researcher utilizes interview and Questionnaire as the instruments.

In this research, the researcher uses interview and questionnaire as technique of collecting data.

3.5.1. Interview

In Qualitative research, interviews are one of the techniques of collecting data by searching for information through question and answer that is done directly to the respondent. In accordance with the type of research used, qualitative descriptive is one of the most appropriate techniques used in this study is interview to obtain data

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[30]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* p. 223.

according to research needs, while the object of this interview are to know the students' learning strategy.

3.5.2. Questionnaire

Questionnaire is the list of questions or statements that are given to participants. According to Sugiyono questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent[31]. In this research the researcher gave the students questionnaire are to know the students' motivation.

3.5.3 Test

In this step, the researcher will give the student's several question related to their planning in the future, the researcher will record the students when they answer the question. The process of recording need several days. This recording will help the researcher to know student's speaking ability.

3.6 Technique of Data Analysis

3.6.1 Data anaylsis of test

The writer will note and categorise the high and low student speaking, and the writer will match the answer of each student's that have been categorized before. And to make sure how far the student master speaking the researcher used speaking scoring to asses their speaking.

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[31]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, p. 142.

Tabel 3.1 speaking assesment

Classification	Score	Criteria
Fluency	9-10	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
Accuracy	9-10	No mistake
	7-8	One inaccurate
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate
Content	9-10	Message required is dealt with effectively
	7-8	Message required is dealt with effectively but a little unsystematic
	5-6	Message required is adequately conveyed and organized but some loss of detail
	3-4	Message is broadly conveyed but with little subtlety and some loss of detail
	1-2	Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation

(Brown, H. Daughlas. Language Assessment and Classroom Practice[32]

3.6.2 Data Analysis of Interview

After collecting the data, the researcher analyzed the data. Data analysis is systematically process to analyze data that have collected. To analyze the data, the researcher uses descriptive qualitative to analyze the data. The researcher divides the activity in analyzing data into three activities; they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher got much data. Hence, the researcher must have selected data that gave valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying the students' learning strategy, how learning strategies affect the students' speaking,

Data display means the process to simply the data in form of sentence or table. In displaying data, the researcher describes data that reduced into sentence form. For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

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[32]Doughlass H Brown, *Language Assessment and Classroom Practice* (San Francisco: State University, 2004), p. 406-407.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interview and questionnaire. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn.

3.6.3 Data Analysis of Questionnaire

Table 3.2 Licker scale of questionnaire

Positive Statement		Negative Statement		
Category	Score	Category		Score
Strongly Agree (SA)	5	Strongly Agree (SA)		1
Agree (A)	4	Agree (A)		2
Undecided (U)	3	Undecided (U)		3
Disagree (D)	2	Disagree (D)		4
Strongly Disagree (SD)	1	Strongly Disagree (SD)		5

Table 3.3 The interpretation score of questionnaire classification

Percentage	Category
81% - 100%	Very strong
61% - 80%	Strong
41% - 60%	Undecided
21% - 40%	Low
0% - 20%	Strongly Low

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings.

The objective of this research was to find out the students' learning strategy and motivation in developing their speaking ability at the sixth semester of students' in IAIN Parepare. In order to achieve the objective of this research, the researcher did some step to collect the data. The first step was speaking test, interview, and questionnaire.

4.1.1 The finding through the speaking test

In this part the researcher gave ten questions about their future. After the researcher listened and evaluated each record from the students', the researcher found some students' who have still made a mistake in saying a few words. Table 3 below explains the percentage and frequency of students' speaking tests.

Tabel 4.1 Score percentage and frequency of speaking test

No	Classification	Score	F	%f
1.	Excellent	86-100	10	40 %
2.	Good	85-71	8	32 %
3.	Fair	70-56	7	28%
4.	Poor	55-41	0	0 %
5.	Very Poor	≤40	0	0%
Total			25	100 %

The finding shows that from 25 samples there were 7 students' in the low category and 18 students in the high category. Students who fall into the category of

low speaking, most of them were still lacking in pronunciation and accuracy. For more details, the researcher has classified them as approximately (40%) of the total respondents, namely 10 students' who answered questions and fulfill classification of excellent score. There were around (32%) of the total respondents, 8 students' who answered questions and fulfil classification good. There were around (28%) of the total respondents, namely 7 students' who answer questions included in fair classification. And none of the students were included (0%) in the classification of poor and very poor.

In addition, it was found that in the speaking test, the students' faced some problem and made numerous mistake and error, however, errors are a natural and important part of the learning process. The students' must not be forced to speak perfectly. The teachers should let them speak without worry too much with the correctness of their utterances.

4.1.1 The finding through Interview

The finding answers the question problem what are the students' learning strategies in develop their speaking. At the second part analyzed about tabulates and analyzed the data from interview into present as follows:

Based on the result of interview for question *What do you do to improve your pronunciation* the students' with high speaking performance responded that they trained their accent by repeating and imitating sounds of words, listened to native speakers talk as well as to songs, and watched English movies. They added that they consulted dictionaries both in written and audio

sources, such as Google Translate, kamusku, alexa, to know how a word was pronounced. Some of them read English books and sang the lyrics to English songs. They also exchanged notes and, asked their teachers and friends to speak with them in English. Meanwhile, the students with low speaking performance tended to ask their friends how to pronounce words correctly. Some of them also practiced pronouncing words repeatedly. Representative statements:

"to improve my pronunciation i usually, watching movie of course western movie, listening to a song without seeing the lyric till i can know what exactly the word. I also like to watch youtube and look for my favourite actrees that give a speech in some event so i can imitate them".[33]

"to improve my pronuniation i always familiarize my self listening, watching, reading, anything that related to speaking English using an application that can help me correct my pronunciation or just to make sure how to pronounce the word that i want to say such as google translate, kamusku, alexa, and siri ".[34]

"to improve my pronounciation actually the key is practice and practice but beside of that am actually have a speciall technique in Improve my prnounciation. So i take a pen and i put the pen in my mouth and try to say some word in english, at first it might be sound so bad. But if u always try and its get better then your pronunciation will get better too and also i like to

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[33] Student 14, interviewed on October 14, 2019 by WhatsApp.

[34] Student 5, Interviewed on October 9, 2019 by WhattsApp.

always using my english like when i talk with my friend and my teacher as well ". [35]

"for me to improve my pronunciation i directly look in to the dictonary for example oxford dictonary because in that dictonary we can see the pattern or the way to pronunce it correctly also i learn to make my pronunciation better by imitate how my teacher". [36]

When the students' asked *What do you do to improve your vocabulary* both high and low speaking performance students' choose memorization. They firstly watched English movies with English subtitles. That way, they encountered new vocabulary, looked up the meaning in a dictionary, and then they could try to memorize and practice the word, they also using a sticky note and use the words learn in daily life, they also responded that they used to communicate with friends in the social media where they found and learned some new words, if they met an unfamiliar word, they would take a note and later look up a dictionary to get the exact meaning and also using an special application so they can chatting or talking with native speaker.

Representative statement:

"to improve my vocabulary of course watching movie is one of the fun way. i like to watch movie. At first i will watch it with a subtitle next i will watch it without a subtitle, If i found a new word i will noted it and look for it in the dictonary ". [37]

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[35] Student 4, Interviewed on October 9, 2019 on her Cottage.

[36] Student 3, Interviewed on 0ctober 7, 2019   on Campus IAIN Parepare.

[37] Student 6, Interviewed on October 7, 2019   on Campus IAIN Parepare.

" am using sticky note and put them in my mirror, my laptotp, my door, my table, everywhere around me so it can make me easly to see them and remember them, also to make it last longer on my memory i use the word every day in my daily life as often as i can"[38]

"to improve my vocabulary lately, i like to use an application like duo lingo it is really fun because we can talk to other person from different country so with that application we actually can learn many thing not only encrich our vocabulary but also we can train our speaking because we can also talk to the native speaker ".[39]

When the students asked *What do you do to make your grammar better.* To make their grammar better, high performance students used various strategies such as memorizing tenses and grammar patterns, along with the basic formula involved in sentence creation. They reviewed school lessons, asked questions to and answered questions from their friends, focused on English speaker writings and talks and then imitated them.

Some preferred to read articles or books in English and note the grammar. Other students spent some of their time reading grammar books and other verbal materials containing grammar patterns, such as dictionaries, and asked their teachers for explanations when they faced difficulties. Finally, they used and reviewed the basic formula they had learned to practice making sentences. Just like high performance students', low performance students' also reviewed their school lessons, memorized the formula for sentences and practiced speaking sentences.

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[38] Student 7, Interviewed on October 13, 2019 on her cottage.

[39] Student 1, Interviewed on October 7, 2019 on Campus IAIN Parepare.

Representative statement:

"if we want to master grammar we need to always paractice and practice also. Sometimes i read english book, susch as short story or a novel and note the grammar in the sentence from the story"[40]

"i usually memorize the pattern and make a sentence. Or discuss with my friend that know more about it".[41]

"i usually watch guruku video in youtube or in instagram. It is talk about anything related to grammar and it is really easy to understand"[42]

" i like to always review the subject everytime i get a new thing about grammar, because i think if once we understand about the grammar it will make us easily to know it. So we need to always review, review, prctice and practice

When the students' asked *what do you do to improve your fluency in speaking.* High performance students' said that they spoke to people including their classmates and native speakers. They tried to use English language in their daily life. That was why they tried to initiate conversations by firstly starting to speak in English. We also found that some of them even practiced by talking to themselves to have the opportunity to use English. They choose to stay in contact with English

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[40] Student 8, Interviewed on October 14, 2019 on Campus IAIN Parepare.

[41] Student 15, interviewed on October 14, 2019 by WhatsApp.

[42] Students 9, Interviewed on October 12, 2019 BY WhatsApp.

culture by watching, listening, and reading things in English. To try to feel comfortable when using English was one of the strategies used. Conversely, low performance students tended to memorize sentences and tried to repeat those sentences frequently. By doing those things over and over, they could become familiar and be able to speak more fluently. They also mentioned that they practiced speaking with friends in English.

Representative statement

"actually, if we talking about fluency of course the key to always practice beside we can use some way to make it more enjoyable for example, I like to speak in english with my friend my class mate even if it we actually not study about english. Also it is really something that give me a good benefit because i am work as a tour guide i alwasy use the opportunity to speak with the tourist or native speaker as much as possible".[43]

"to improve my fluency i always try to listening, watching, or reading, something that related to english thing. Such as watching movie, speech, listening to the music and it will really help us when we listening tu up beat song or a rap song because it speak so faster or just reading a book"[44]

"am always memorize a word or a song and repeated the sentece frequently, by doing it many times it can makes me sound naturaly when i say the word"[45]

When the students' asked *what do you do to improve your comprehension in speaking* Students with high speaking performance tended to ask their partners to use

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[43] Student 2, interviewed on October 8, 2019 by WhatsApp.

[44] Students 16, interviewed on October 10, 2019 by WhatsApp.

[45] Students 19, Interviewed on October 10, 2019 by WhatsApp.

synonyms, speak slowly, use simple words, predicted meaning, asked for help, delayed their speech by paying more attention to their partners, observing their gestures and body languages if they found it hard to understand what was being said. While to make sure their speech was understood, they would choose to explain clearly what they said by using synonyms and even native language. They also used gestures and body language, repeated words or sentences being said, and asked for confirmation of their speaking partners understanding.

On the other hand, students with low speaking performance asserted that they used common words, switched the language to their mother tongue, used gestures, spoke slowly, and repeated words to make sure their speaking partners understood what they said. If they did not understand what their partners were saying, they asked for help from their friends and tried to pay more attention to their partner articulation of words, their partners lips, and their body language. Besides, they sometimes asked for clarification if they were not sure of the meaning of what had been said.

Representative statement:

" *in this part i always try to focus on the speaker. For example if i talk with my friend and i do not understand what she said i will tell her to use the other word but have similar meaning*"[46]

" *to improve my comprehension i always try to speak clearly, using a simple word, using an expression to make it more clearly*"[47]

"*focus, pay attantion to the speaker, if i dont understand what they say, i will focus on their body language, or read their lips*[48]"

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[46] Student 13, interviewed on October 10, 2019 by WhatsApp.
[47] Student 2, interviewed on October 12, 2019 by WhatsApp.
[48] Student 15, interviewed on October 10, 2019 by WhatsApp.

Table 4.2 shows the kinds of students " learning strategies used in developing speaking abilities

Learning strategies used by high speaking performance students'	Learning strategies used by low speaking performance students'
1. Train personal accent in English	1. Look up a dictionary
2. Repeat the sounds of words in English	2. Watch movies in English
3. Listen carefully to native English speakers	3. Get a friend to correct her English
4. Listen to English songs	4. Practice pronouncing words in English
5. Try to speak English with friends	5. Ask friends to speak in English
6. Imitate native speakers" pronunciation	6. Pay attention to the teachers
7. Try to say new English words repeatedly	7. Try to speak English frequently
8. Read out loud in English	8. Memorize lists of new words
9. Look up new words in a dictionary	9. Listen to songs in English
10. Watch English movies	10. Read books in English
11. Use Google Translate to learn the correct pronunciation in English	11. Often listen to audio, talks, etc., in English
12. Ask friends for advice in English	12. Review school lessons in English
13. Ask teachers for advice in English	13. Try to write in English
14. Consult a dictionary to learn correct pronunciation in English	14. practice arranging word in English
15. Review notebooks in English	15. Create sentences in English
16. Read English novels	16. Remember the formula for sentences
17. Interact with friends in social media	17. Learn from personal mistakes

18. Memorize lists of English words	18. Memorize sentences in English
19. Apply new English words in daily life	19. Practice with friends in English
20. Read English fiction books	20. Try to repeat words in English frequently
21. Predict meanings in English	21. Use common English words while talking
22. Read English articles	22. Use native language in English
23. Review lessons in English repeatedly	23. Repeat words in English
24. Analyze English peoples writing and talks	24. Speak slowly in English
25. Read grammar books in English	25. Use gestures in English
26. Memorize tenses in English	26. Ask for clarification in English
27.Read books and figure out the patterns	27. Use familiar words in English
28.Learn patterns of speech in English from a dictionary	28. pay attention to articulation in English
29. Practice making sentences in English	29. Use body language whilst speaking English
30. Analyze grammar in articles in English	
31. Memorize the formulae for tenses	
32. Stay in touch with English culture	
33. Speak with friends in English	
34. Talk to yourself in English	
35. Feel comfortable to speak in English	
36. Practice speaking in English diligently	
37. Implement & use English in daily life	
38. Master new words along with meanings and use them with correct grammar	

39. Use synonyms in English	
40. Speak more slowly in English	
42. Use simpler words in English	
43. Pay more attention in English	
44. Try to interpret exact meanings	
45. Use gestures and/or body language	
46. Focus on body language in English	
47. Listen to speakers more attentively	
48. Make predictions about meanings	
49. Ask speakers in English to repeat	
50. Ask speakers to use simpler language	
51. Confirm speaking partners understanding in English	
52. Repeat words and/or sentences heard	
53. Explain clearly to speaking partners	

The information from interviews in Table 2 showed that there were 53 kinds of speaking strategies implemented by the high speaking performance students' whilst the low speaking performance students' mentioned 29 strategies.

4.1.2 The finding through the Questionnaire

At the first part analyzed about tabulates and analyzed the data from questionnaire into percentage as follows:

Tabel 4.4 Item no. 1 I study english to makes my parent proud of me

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	12	60
2	Agree	4	10	40
3	Neutral	3	3	9
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	109

(Data source: Questionnaire item no 1)

0	20	40	60	80	100
	SD	D	N	A	SA

87,2

Based on the table (item 1) that was gotten from 25 respondents said that the students' "felt motivated to learn speaking to make their parent proud of them" was at Strongly Agree, by continuum can be shown above. Means that the Students' feel motivated to learn speaking to make their parent proud of them, namely 109/125 x 100% = 87,2% so, it was categorized very strong.

Tabel 4.5 Item no. 2 i look forward to going to class because my English teacher is so good

No	Question Alternative	score	Frequency	Sum of score

1	Strongly agree	5	10	50
2	Agree	4	11	44
3	Neutral	3	4	12
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	106

(Data source: Questionnaire item no 2)

0	20	40	60	80	100
	SD	D	N	A	SA

84.8

Based on the table (item 2) that was gotten from 25 respondents said that the students' "i look forward to going to class because my English teacher is so good" was at Strongly Agree, by continuum can be shown above. Means that the Students' i look forward to going to class because my English teacher is so good, namely 106/125 x 100% = 84.8% so, it was categorized very strong.

Tabel 4.6 Item no. 3 I have a strong desire to know all aspects speaking English.

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	20	100
2	Agree	4	5	20
3	Neutral	3	0	0
4	Disagree	2	0	0
5	Strongly disagree	1	0	120
	total		25	100

(Data source: Questionnaire item no 3)

0	20	40	60	80	100
	SD	D	N	A	SA

96

Based on the table (item 3) that was gotten from 25 respondents said that the students' "have a strong desire to know all the aspects in speaking English". was at Strongly Agree, by continuum can be shown above. Means that the Students' have a strong desire to know all the aspect in speaking English namely 120/125 x 100% = 96% so, it was categorized very strong.

Tabel 4.7 Item no. 4 I never feel quite sure of myself when I am speaking in our English class.

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	0	0
2	Agree	4	0	0
3	Neutral	3	7	21
4	Disagree	2	0	0
5	Strongly disagree	1	18	18
	total		25	39

(Data source: Questionnaire item no 4)

0	20	40	60	80	100
	SD	D	N	A	SA

31,2

Based on the table (item 4) that was gotten from 25 respondents said that the students' "never feel quite sure about themselves when they have to speaking English i the class" was at Disagree, by continuum can be shown above. Means that the Students' feel quite sure about themselves when they have to speaking in the class namely, 39/125 x 100% = 31,2 % so, it was categorized weak.

Tabel 4.8 Item no. 5 Knowing Speaking in English isn't really an important goal in my life.

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	0	0
2	Agree	4	0	0
3	Neutral	3	0	0
4	Disagree	2	10	20
5	Strongly disagree	1	15	15
	total		25	35

Data source: Questionnaire item no 5)

0	20	40	60	80	100
	SD	D	N	A	SA

Based on the table (item 5) that was gotten from 25 respondents said that knowing speaking English is not important for students was at Strongly disagree, by continuum can be shown above. Means that the Students disagree if knowing speaking English is not important for them namely, 35/125 x 100% = 28% so, it was categorized weak.

Tabel 4.9 Item no. 6 I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	9	45
2	Agree	4	8	32
3	Neutral	3	8	32
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	109

(Data source: Questionnaire item no 6)

0	20	40	60	80	100
	SD	D	N	A	SA

87,2

Based on the table (item 6) that was gotten from 25 respondents said that "it does not bother the students' to check their assignments when they get them back from their English teacher Especially, if speaking task" was at Strongly Agree, by continuum can be shown above. Means that that it does not bother the students to check their assignments when they get them back from their English teacher. Especially, if speaking task. Namely, 109/125 x 100% = 87,2% so, it was categorized very strong.

Tabel 4.10 Item no. 7 I feel confident when i asked to speak in my English class

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	8	40
2	Agree	4	7	28

3	Neutral	3	4	12
4	Disagree	2	6	12
5	Strongly disagree	1	0	0
	total		25	92

(Data source: Questionnaire item no 7)

0	20	40	60	80	100
	SD	D	N	A	SA

73,6

Based on the table (item 7) that was gotten from 25 respondents said that the students' "feel confident when they were asked to speak English in the class" was at Agree, by continuum can be shown above. Means that the students' does not feel bother to check their assignments when they get them back from their English teacher. Especially, if speaking task. Namely, 92/125 x 100% = 73,6 % so, it was categorized strong.

Tabel 4.11 Item no. 8 I really enjoy learning speaking in English

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	9	45
2	Agree	4	10	40
3	Neutral	3	6	18
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	103

(Data source: Questionnaire item no 8)

0	20	40	60	80	100

	SD	D	N	A	SA
					82,4

Based on the table (item 8) that was gotten from 25 respondents said that the students' "really enjoy learning speaking in English" was at strongly Agree, by continuum can be shown above. Means that the students really enjoy learning speaking in English. Namely, 92/125 x 100% = 82,4 % so, it was categorized very strong.

Tabel 4.12 Item no. 9 Speaking English anywhere makes me feel worried

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	3	15
2	Agree	4	5	20
3	Neutral	3	11	33
4	Disagree	2	6	18
5	Strongly disagree	1	0	0
	total		25	86

(Data source: Questionnaire item no 9)

0	20	40	60	80	100
	SD	D	N	A	SA
					68,6

Based on the table (item 9) that was gotten from 25 respondents said that "speaking English anywhere makes the students' feel worried" was at Agree, by continuum can be shown above. Means that when the students' speaking English anywhere makes them feel worried. Namely, 86/125 x 100% = 68,6 % so, it was categorized strong.

Tabel 4.13 Item no. 10 It embarrassed me to volunteer speak or answers the question in our speaking class

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	1	5
2	Agree	4	3	12
3	Neutral	3	11	33
4	Disagree	2	10	10
5	Strongly disagree	1	0	0
	total		25	60

(Data source: Questionnaire item no 10)

0	20	40	60	80	100
	SD	D	N	A	SA

48

Based on the table (item 10) that was gotten from 25 respondents said that the "students' feel embarrassed when they have to volunteer answer the question in their speaking class" was at disagree, by continuum can be shown above. Means that the students' feel embarrasses when they have to volunteer answer the question in their speaking class. Namely, 60/125 x 100% = 48 % so, it was categorized quite.

Tabel 4.14 Item no. 11 It doesn't bother me at all to speak English

No	Question Alternative	score	Frequency	Sum of score
1	Strongly agree	5	5	25
2	Agree	4	8	32
3	Neutral	3	12	36
4	Disagree	2	0	0

5	Strongly disagree	1	0	0
	total		25	93

(Data source: Questionnaire item no 11)

0	20	40	60	80	100
	SD	D	N	A	SA

74,4

Based on the table (item 11) that was gotten from 25 respondents said that the students' does not feel bother at all to speak in English was at Agree, by continuum can be shown above. Means that the students' does not feel bother at all to speak in English. Namely, 93/125 x 100% = 74,4 % so, it was categorized strong.

Tabel 4.15 Item no. 12 I want to learn speak in English so well that it will become natural to me

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	10	50
2	Agree	4	10	40
3	Neutral	3	5	15
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	105

(Data source: Questionnaire item no 12)

0	20	40	60	80	100
	SD	D	N	A	SA

84

Based on the table (item 12) that was gotten from 25 respondents said that the students' wanted to learn speak in English well so it can become natural to them was at strongly Agree, by continuum can be shown above. Means that the students' wanted to learn speak in English well so it can become natural to them. Namely, 105/125 x 100% = 84 % so, it was categorized very strong.

Tabel 4.16 Item no. 13 To be honest, I really have little interest in speaking English

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	0	0
2	Agree	4	0	0
3	Neutral	3	0	0
4	Disagree	2	10	20
5	Strongly disagree	1	15	15
	total		25	35

(Data source: Questionnaire item no 13)

0	20	40	60	80	100
	SD	D	N	A	SA

28

Based on the table (item 13) that was gotten from 25 respondents said that the students' have a little interest in speaking English was at strongly disagree, by continuum can be shown above. Means that the students' have a little interest in speaking English. Namely, 35/125 x 100% = 28 % so, it was categorized weak.

Tabel 4.17 Item no. 14 It worries me that other students' in my class seem to speak English better than I do

No	Question Alternative	Score	Frequency	Sum of score

1	Strongly agree	5	0	0
2	Agree	4	7	28
3	Neutral	3	13	39
4	Disagree	2	5	10
5	Strongly disagree	1	0	0
	total		25	77

(Data source: Questionnaire item no 14)

0	20	40	60	80	100
	SD	D	N	A	SA

61.1

Based on the table (item 14) that was gotten from 25 respondents said that the students' felt worries when the other students'/classmate speak better than them/she/he was at strongly agree, by continuum can be shown above. Means that the students' felt worries when the other students'/classmate speak better than them/she/he. Namely, 77/125 x 100% = 61.1 % so, it was categorized strong.

Tabel 4.18 Item no. 15 Learning and speaking English is a waste of time

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	0	0
2	Agree	4	0	0
3	Neutral	3	0	0
4	Disagree	2	12	24
5	Strongly disagree	1	13	13
	total		25	37

(Data source: Questionnaire item no 15)

0	20	40	60	80	100
	SD	D	N	A	SA

29

Based on the table (item 15) that was gotten from 25 respondents said that learning and speaking English is just wasting time was at disagree, by continuum can be shown above. Means that the students disagree if learning and speaking English is just wasting time. Namely, 37/125 x 100% = 90 % so, it was categorized very strong.

Tabel 4.19 Item no. 16 I like my speaking class so much I look forward to studying more English in the future.

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	5	25
2	Agree	4	10	40
3	Neutral	3	10	30
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	95

(Data source: Questionnaire item no 16)

0	20	40	60	80	100
	SD	D	N	A	SA

76

Based on the table (item 16) that was gotten from 25 respondents said that the students' like their speaking class so much and look forward to studying more in the future. Especially, speaking. at agree, by continuum can be shown above. Means that

the students' like their speaking class so much and look forward to studying more in the future. Especially, speaking. Namely, 95/125 x 100% = 76 % so, it was categorized strong.

Tabel 4.20 Item no. 17 My speaking teacher is a great source of inspiration to me

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	15	75
2	Agree	4	10	40
3	Neutral	3	0	0
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	115

(Data source: Questionnaire item no 17)

	0	20	40	60	80	100
		SD	D	N	A	SA

92

Based on the table (item 17) that was gotten from 25 respondents said that the students' great source inspiration is their teacher. At strongly agree, by continuum can be shown above. Means that the students' great source inspiration is their teacher. Namely, 115/125 x 100% = 92 % so, it was categorized very strong.

Tabel 4.21 Item no. 18 I plan to learn speak English as much as possible

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	17	85
2	Agree	4	8	32
3	Neutral	3	0	0

4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	total		25	117

93,6

Based on the table (item 18) that was gotten from 25 respondents said that the students' plan to learn speaking English as much as possible. At strongly agree, by continuum can be shown above. Means that the students' plan to learn English as much as possible. Namely, 117/125 x 100% = 93,6 % so, it was categorized very strong.

Tabel 4.22 Item no. 19 I would feel uncomfortable speaking English anywhere outside the classroom

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	5	25
2	Agree	4	4	16
3	Neutral	3	11	33
4	Disagree	2	5	10
5	Strongly disagree	1	0	0
	total		25	84

(Data source: Questionnaire item no 19)

0	20	40	60	80	100
	SD	D	N	A	SA

67,2

Based on the table (item 19) that was gotten from 25 respondents said that the students would feel uncomfortable speaking English anywhere outside the class

room. At s agree, by continuum can be shown above. Means that would feel uncomfortable speaking English anywhere outside the class room. Namely, 84/125 x 100% = 67,2 % so, it was categorized strong.

Tabel 4.23 Item no. 20 I enjoy meeting people who speak foreign languages

No	Question Alternative	Score	Frequency	Sum of score
1	Strongly agree	5	5	25
2	Agree	4	7	16
3	Neutral	3	13	33
4	Disagree	2	0	0
5	Strongly disagree	1	0	0
	Total		25	84

(Data source: Questionnaire item no 20)

	0	20	40	60	80	100
		SD	D	N	A	SA

59,2

Based on the table (item 20) that was gotten from 25 respondents said that the students enjoy meet people who speak foreign languages. At neutral, by continuum can be shown above. Means that the students' great source inspiration is their teacher. Namely, 74/125 x 100% = 59,2 % so, it was categorized quite.

Table 4.23 The score of the questionnaire on students'' motivation in developing their speaking skill

No.	ITEM																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	4	5	3	1	5	5	5	2	3	4	5	1	3	1	5	5	5	2	5	74
2	5	5	4	3	1	4	4	5	3	2	4	5	2	2	2	5	5	5	2	5	73
3	5	4	5	2	1	5	5	3	3	3	5	5	1	4	1	4	5	5	2	4	72
4	5	5	4	2	1	5	5	5	3	3	5	5	1	2	1	5	4	5	2	5	73
5	3	5	4	3	1	4	4	4	3	3	4	4	1	3	1	4	4	5	3	4	67
6	5	4	5	2	1	5	5	5	3	3	5	5	1	2	2	5	4	5	2	5	74
7	5	4	5	3	1	4	3	3	3	3	5	5	1	2	1	4	5	5	3	4	69
8	5	5	4	3	1	4	5	5	3	3	5	5	1	2	1	5	5	5	3	4	74
9	5	4	5	2	1	5	5	5	3	3	4	5	1	3	1	3	4	5	3	5	72
10	5	4	5	2	1	5	5	5	3	4	4	5	1	3	1	3	5	5	3	4	73
11	5	4	5	3	1	5	5	5	3	2	4	5	1	3	1	4	5	5	3	4	73
12	5	4	5	2	1	5	4	4	2	3	4	5	1	3	1	3	5	5	3	3	68
13	4	5	5	3	1	4	4	4	2	3	4	4	1	3	1	3	5	5	3	3	67
14	5	5	5	2	1	5	3	4	2	3	3	5	1	3	1	4	5	5	3	3	68
15	3	3	5	2	2	3	3	3	5	4	3	3	2	4	2	3	4	4	5	4	67
16	4	4	4	2	1	4	4	4	2	2	3	4	1	3	2	4	4	4	3	3	62
17	4	4	5	2	2	4	4	4	2	2	3	4	2	4	2	3	5	4	3	3	66
18	3	3	5	2	2	3	2	3	5	5	3	3	2	4	2	3	4	5	5	3	67
19	4	3	5	2	2	3	2	4	5	4	3	4	2	3	2	3	4	5	5	3	68

20	4	3	5	2	2	3	2	3	4	2	3	3	2	4	2	3	4	4	4	3	62
21	4	5	5	2	2	4	4	5	2	2	3	3	2	3	2	4	5	5	5	3	70
22	4	5	5	2	2	3	2	3	4	2	3	3	2	4	2	3	5	4	4	3	65
23	4	4	5	2	2	3	2	4	4	2	3	4	2	3	2	4	4	4	5	3	66
24	4	5	5	2	2	3	2	4	4	2	3	4	2	4	2	4	5	4	4	3	68
25	4	5	5	2	2	3	3	4	4	2	3	4	1	3	1	4	5	4	4	3	66
										Total											1740

The table above shows that the cumulative score that they got through the questionnaire was 1740 (Agree). And it was categorized Strong

0		500		1000		1500		2000		2500
		SD		D		U		A		SA

1740

X = Mean score

∑x = the total of the students' score

N = the number of students

$= \dfrac{1740}{25} = $ **69,6** (strong)

From the data above the researcher also conclude that both of the category (high and low category) have a strong motivation in developing their speaking by looking at the scores of each item above.

4.2 Discussion

4.2.1 Learning Strategies of English Department Students' at Sixth Semester of IAIN parepare

Learning strategies are spesific actionc taken by students to help their own learning, to make the learning easies, faster, and more enjoyable. this part contains the students' learning strategies analyzed in relation with Oxford's theory about learning strategies; they are direct strategies (memory, cognitive) and indirect strategies (metacognitive, affective, social). After interviewed in both groups students who have learned speaking with question designed to know their learning strategies.

The researcher noted that most often learning strategies employed by high speaking performance students were (1) listening to English songs/audio *(cognitive)*, (2) watching English movies *(cognitive)*, (3) reading English books/novels *(cognitive/metacognitive)*, (4) reciting song lyrics *(cognitive/ metacognitive)*, (5) analyzing English articles, (6) reviewing lessons *(cognitive)* , (7) practicing with friends *(social/metacognitive)*, (8) talking to themselves in English *(metacognitive)*, (9) using synonyms in English *(cognitive)*, and (10) repeating words or sentences with their conversation partners to achieve better understanding *(cognitive)*. In addition, they were more aware and more creative in using these strategies which made them more successful in completing language tasks. On the other hand, the strategies that were frequently used by low speaking performance students were: (1) looking up the dictionary *(memory)*, (2) asking friends *(social)*, (3) practicing pronunciation *(cognitive)*, and (4) memorizing sentences *(memory)*.

The result of the interview, the researcher noted that the learning strategies most often used by the students with low speaking performance were usually memory and social strategies. Meanwhile, cognitive, metacognitive, and affective strategies were not so often used. On the other hand, students with high speaking performance had a better balance in the learning strategies they used. That is, these students' employed memory, cognitive, with much the same degree of frequency.

As shown in Table 4.2 all kinds of strategies were usually employed by the high speaking performance students' in learning and practicing speaking. This means that successful language learners demonstrated greater consistency in applying more effective strategies. The findings of the present study are in line with Gharbavi and Mousavi which showed that the higher the level that learners are at, the greater the number of strategies they will apply.[49] Oxford also claims that all language learners" use learning strategies, but more successful learners use them more consciously, more appropriately, more purposefully and more frequently.[50] The opinion above is strengthened by the results of the research from the researcher who found that the large variety of learning strategies used will further support the development of the speaking.

4.2.1 Students Motivation In Developing Their Speaking

From the result of the questionnaire the researcher noted that there were none of the students' included in (weak) and (very weak) motivation, there was none of the students' include in (very strong) motivation, both of the category high and low have a (strong) motivation in developing their speaking ability. Students' with high and

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[49] Gharbavi A & Mousavi S A, *Do language proficiency levels correspond to language learning strategy adoption English Language Teaching* (2012), p. 110-122.

[50] Oxford R L, *Language learning strategies: What every teacher should know* p. 59.

low category mostly in intrinsic motivation. Based on the presentation data, most of the students answered strongly agree and agree in the statement from the questionaire

The intrinsic motivation means that they are motivated in engaging to go through the learning procces because they have internal motivation to do something for their ow sake. they do activities because they have own desire and reward from themselves and do not depend on the external rewards. When conducting the interview about what kind of learning strategies that they use in developing their speaking, the researcher found several things that showed most of the answer indicate that the students were more inclined to intrinsic motivation. most of the students mentioned learning strategies that come from themselves for example, they will look for songs to listen to or books to read, and video to watch without having to be told by people to do that. Intrinsic motivation arises because of one's own desires, because of hobbies or self-awerness

In line with that Schunk said that students' who have intrinsic motivation also will be quicker and more simply achieve their goals because they have motivation inside themselves. Harmer states that intrinsic motivation takes a vital role in the result of students' language learning. But based on the data there were some students who have a strong intrinsic motivation but was not accompanied by a learning ability especially, in this case in developing their speaking ability.

The result showed that both of the groups the students in the high and low categories have strong motivation in developing speaking. But it is opposite from the results of existing data on learning strategy shows that students who are in the high category have more strategies than students who are in the low category, whereas students who have strong motivation to learn also have diverse ways of learning and

also good learning achievement. Therefore, it should be emphasized that if a student only has motivation without the conscious feeling to do it, motivation here will not have any effect. so that conclusions can be drawn even if both of the group have strong motivation. students who are in the high category do not just have motivation but they have an awareness in realizing things that make them motivated, one of them is using a variety of different strategies to improve their speaking abilities. And it was not found in students who are in the low category.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the analysis described in this thesis using domain analysis techniques, which discusses "The students' learning strategies and motivation id developing their speaking ability " conclusions can be drawn as follows:

5.1 Conclusion

1. High speaking performance students' usually used all five strategy aspects namely memory, cognitive, metacognitive, affective, and social strategies for enhancing their speaking skills more equally. They had more balance in their use of the various strategies. Meanwhile, the low performance students' tended to focus more on employing social strategies than on memory, cognitive, metacognitive, and affective strategies to enhance their speaking skills. Thus, the low performance speaking students' need to focus more on improving other learning speaking strategies and not be too focused on only social strategies.

2. The result of students' questionnaires of students' motivation in developing their speaking at sixth semester of English department in IAIN Parepare who have learned speaking have been gathered and analyzed by using scale of Liker. Both of the group have a good motivation with a mean score 69.9 and it was categorized strong.

5.2 Suggestion

Based on the previously stated, several suggestions are proposed, first, students should learn and use their understanding of speaking strategies and have motivation in speaking activities to improve their speaking skill. Second, students are

suggested to seek more learning strategies and information about the latest learning strategies in the books, journals, internet, and so on to add more information about the latest learning strategies motivation that could be applied in their speaking activity. Last but not least, it is suggested to other researchers to investigate other factors that can affect speaking skill in order to have brief description about the factors that contribute speaking skill both internal and external factors.

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APPENDICES
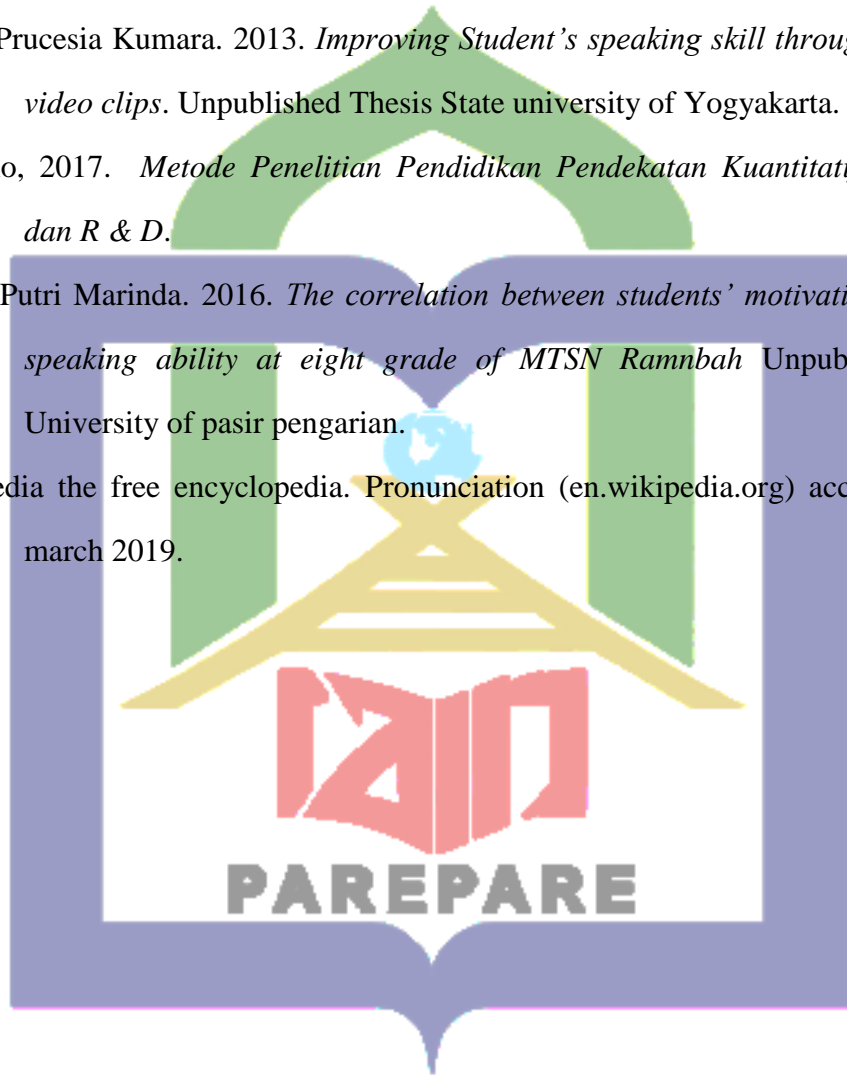
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FAKULTAS : TARBIYAH

JUDUL : THE STUDENTS' LEARNING STRATEGY AND MOTIVATION IN DEVELOPING THEIR SPEAKING ABILITY AT SIXTH SEMESTER OF ENGLISH DEPARTMNET (IAIN PAREPARE)

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan test, interview dan questionare serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

1. **Speaking test**

   Read the question and answer it by your own opinion !

   1. What are the things you most passionate about ? and why ?

   2. What is your goals in life ?

   3. What kind of thing that you prepare from now to achieve your future goals ?

   4. What makes you different with other person around you ?

   5. What is your prize posession ? and why ?

   6. Where do you see yourself in five years later ?

   7. What is your greatest accomplishment in your life so far ?

   8. Whom do you admire most in the world ? and why ?

   9. If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?

   10. What you gonna do next after you graduate from IAIN parepare?

2. **Interview**

   1. What do you do to improve your pronunciation?

   2. What do you do to improve your vocabulary?

   3. What do you do to make your grammar better?

   4. What do you do to improve your fluency in speaking?

   5. What do you do to improve your comprehension in speaking?

3. Questionare

No.	STATEMENT	ST.A	A	N	D	ST.D
1.	My parents try to help me to learn English.					
2.	I look forward to going to class because my English teacher is so good.					
3.	I have a strong desire to know all aspects speaking English.					
4.	I never feel quite sure of myself when I am speaking in our English class.					
5.	Knowing Speaking in English isn't really an important goal in my life.					
6.	I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.					
7.	I feel confident when asked to speak in my English class					
8.	I really enjoy learning speaking in English					
9.	Speaking English anywhere makes me feel worried.					
10.	It embarassed me to volunteer answers in our English class					
11.	It doesn't bother me at all to speak English					
12.	I want to learn speak in English so well that it will become natural to me					

13.	To be honest, I really have little interest in my speaking english					
14.	It worries me that other students in my class seem to speak English better than I do.					
15.	Learning and speaking English is a waste of time					
16.	I like my English class so much, I look forward to studying more English in the future.					
17.	My speaking teacher is a great source of inspiration to me					
18.	I plan to learn speak english as much as possible					
19.	I would feel uncomfortable speaking English anywhere outside the classroom					
20.	I enjoy meeting people who speak foreign languages					

Students 1

1. What are the things you most passionate about ? and why ?

   Answer : *the things that i really love in my life is based on my hobby that is playing game . i dont have ny specific reason why i really love video game, but one thing that i know i always feel relax everytime i play video game*

2. What is your goals in life ?

   Answer : *this question so simple but very meaningfull , my goal in life is i want to become usefull for my parent. i realize my self. I really love play video game and makes the other people think that playing video game is just wasting time and i want to prove that playing video game is actually can give many advantages because we can join in special cometion and can make money from that*

3. What kind of thing that you prepare from now to achieve your future goals ?

Answer : *i have ambition to became anything that makes my parents proud of me, seems likes there is a several option like become english teacher, that i find mostly many obtacels because i actually dont know want to teach someday when i become a teacher. So that i prepare to study as much as possible*

4. What makes you different with other person around you ?

   Answer : *this is really funny question. So what makes mi different is the body size. So i have a big body or people call it fat. And i really hate fake people, fake story and anything ralated to fake*

5. What is your prize posession ? and why ?

   Answer : *okay. The most impotant in my life is my self. I really love my self because this body is my legacy from my parents nad of course from our god*

6. Where do you see yourself in five years later ?

   Answer *: i cant give any right descrippsion. But all i can say in five years later maybe i still in this campus because i have many bad score in every subject because am not really often get in the class*

7. What is your greatest accomplishment in your life so far ?

   Answer : *i am succes to become the first winner in english debating competition in IAIN palopo. Am actually never imagine that i can become the winner if i see my track record i am so lazy to go to the campus. And there is my second biggest accomplishment when i become the delegation from iain parepare to uin malang to become the participation of debate competition*

8. Whom do you admire most in the world ? and why ?

   Answer *: of course my parents. They always do the best to makes me happy*

9. If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?

Answer : *i want to become the luckiest people in the world.*

10. What you gonna do next after you graduate from IAIN parepare?

    Answer *: i want to looking for a job. And i can help my parents and help them to build our house in barru. Cause most of my family stay in malaysia. So if i have a house all of my family can reunite.*

Students 2

11. What are the things you most passionate about ? and why ?
    Answer : *the things i most passionate about is seeing other people smile because of me why, because i actually i dont know exactly the reason i just like it, and i like to laughing together with my friends*

12. What is your goals in life ?
    Answer : *basically i have many goal in life, but my dream or my biggest goal is have english garden with my friend and my family especially my mother because i only have my mother now cause my father go away*

13. What kind of thing that you prepare from now to achieve your future goals?
    Answer : *i have some part time job and then i do some preparing like spend my time to earn money for my mom and also to pay my school*

14. What makes you different with other person around you ?
    Answer :*what makes me different i think because i am unique and am easy going am enjoying person and am a good people i think*

15. What is your prize posession ? and why ?
    Answer : *my family, why, because there is no home like our family*

16. Where do you see yourself in five years later ?

Answer : *sitting on the chair in the big company like a bos in a big company and i hope thats come true*

17. What is your greatest accomplishment in your life so far ?
Answer *i already join some international event. Present a material in singapore, thailand, and malaysia.*

18. Whom do you admire most in the world ? and why ?
Answer : *my mother, because she is single parent now and she still can helps me everytime i need sometthing she always there for me*

19. If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?
Answer : *i would have much money and i can give to other and make them feel happy. I just wanna make other people smile because smile is a key to find a good life*

20. What you gonna do next after you graduate from IAIN parepare?
Answer :*a going a bisnisman. And make my mom become the happiest person in the world. Amiin*

Students 3

1. What are the things you most passionate about ? and why ?
Answer : *i really like cooking and listening music because i like to try a new recipe and taste it and also i always listen to music in my free time and both can make me feel relax and my mood good*

2. What is your goals in life ?
Answer : *i wanna make my parents proud of me and find the job base on my passion so i can do it well*

3. What kind of thing that you prepare from now to achieve your future goals ?
Answer : *i will never stop learning to improve my self*

4. What makes you different with other person around you ?

Answer : *i think i have a good sense of tolerance even though i dont really show it. Emm i think i can understand every situation of the people around me*

5. What is your prize posession ? and why ?
Answer : *of course is my family they know me and understand me well more than anyone else so i can share my feeling with them*

6. Where do you see yourself in five years later ?
Answer : *actually i want to see my self five years later maybe on vacation in one of the country that i want to visit*

7. What is your greatest accomplishment in your life so far ?
Answer : *i think when i past the exam in one of my favourite universty*

8. Whom do you admire most in the world ? and why ?
Answer : *my mom, because she is beautifull, multitalent and smart women*

9. *If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?*
Answer : *i want to master many language and study abroad because it is my dream*

10. What you gonna do next after you graduate from IAIN parepare?
Answer : *i want to continue my education to the master level while find a job*

Students 4

1. What are the things you most passionate about ? and why ?

   Answer : *music, because when i sad that is make me happy and forget my pain*

2. What is your goals in life ?

   Answer : *to make my family especially, my parents be proud of me and make my parent feel lose. Feel lose about their pain*

3. What kind of thing that you prepare from now to achieve your future goals ?

   Answer : *study hard , join in organization in my campus, join any kind of course*

4. What makes you different with other person around you ?

   Answer : *am a very expresive person in others around me*

5. What is your prize posession ? and why ?

   Answer : *my parents , because without my parents i am nothing*

6. Where do you see yourself in five years later ?

   Answer : *am wanna be a lecturer in a five years later*

7. What is your greatest accomplishment in your life so far ?

   Answer : *am the third winner on the event of speeach in pinrang*

8. Whom do you admire most in the world ? and why ?

   Answer : *Muhammad saw. Because he introduce us to islam*

9. If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?

   Answer *: i choose always with my family whenever i am my family always with me*

10. What you gonna do next after you graduate from IAIN parepare?

    Answer : l*ooking for job. Looking for my future husband. And continue my study*

Students 5

1. What are the things you most passionate about ? and why ?
   Answer : *i really like book and comics because if i reading book like a novel it can make me enjoy and then i imagine i was i the story from the book that i read*

2. What is your goals in life ?
   Answer : *of course i want to be a succesfull person in life and always be happy*

3. What kind of thing that you prepare from now to achieve your future goals ?

Answer : *i think what i have to prepare from now to achive my future goals is sense of spirit. Because when we want to do something we always need that sense of spirit and of course never forget to pray to the god so he can always helps us in every condition in out life.*

4. What makes you different with other person around you ?
Answer : t*he things that make me different with other person. Is am a little bit quite person, and that makes me hard to communicate with other person around me .*

5. What is your prize posession ? and why ?
Answer : *my family, because my family is a place where i always feel calm and peacefull*

6. Where do you see yourself in five years later ?
Answer : *i can't imagine*

7. What is your greatest accomplishment in your life so far ?
Answer : *i dont feel like i got any achivement in my life now. But now i am happy now because i am become the part of hmj tarbiyah in my campus now. And i feel proud of my self*

8. Whom do you admire most in the world ? and why ?
Answer : *wirda mansur she is very inspiring person*

9. If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?
Answer : *i want repeat the time.i want to repair my mistake in the past*

10. What you gonna do next after you graduate from IAIN parepare?
Answer : *i will go to kediri to study more about english*

Students 6

1. What are the things you most passionate about ? and why ?

Answer : *calm and peace*

2. What is your goals in life ?

Answer : *To make my parent happy and proud of me and make them relax at home without thingking about working*

3. What kind of thing that you prepare from now to achieve your future goals ?

Answer : *skill, besides improving my ability in english also took a computer course to develop my skill.*

4. What makes you different with other person around you ?

Answer *: i am introvert. It makes me hard to trust other even though it was my own close friend*

5. What is your prize posession ? and why ?

Answer : *my family, because my family is a place where i always feel calm and peacefull*

6. Where do you see yourself in five years later ?

Answer : *i can't imagine*

7. What is your greatest accomplishment in your life so far ?

Answer : *i don't know*

8. Whom do you admire most in the world ? and why ?

Answer : *my mom , my dad, my uncle, and my aunt*

9. If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?

Answer : *a lot of skills ant develop and use my skills for usefull thing*

10. What you gonna do next after you graduate from IAIN parepare?

Answer : *i will continue my study*

Students 7

1. What are the things you most passionate about ? and why ?
Answer : *watching drama because when i feel bored and bad mood watching drama can make me feel better and entertain*

2. What is your goals in life ?
Answer : *my goal in life to be happy person and usefull to other people around me*

3. What kind of thing that you prepare from now to achieve your future goals ?
Answer : *i prefer from now to achieve my future goal is do what make closer people proud with me because that will be make happy*

4. What makes you different with other person around you ?
Answer :*the thing make me different around me is experience*

5. What is your prize posession ? and why ?
Answer : *about my prize posession of course my family because is everything for me*

6. Where do you see yourself in five years later ?
Answer : *am in a bank and am as a director*

7. What is your greatest accomplishment in your life so far ?
Answer *: i always feel confident to speak in front of people. And why i say that is a great accomplishment is because it so rare to find a confident person now specially in my age.*

8. Whom do you admire most in the world ? and why ?
Answer : *there are two people in the world i really admire. First, muhammad SAW because he is the best person and the one who bring and intoduce islam to us, second sri mulyani she is my inspiration and i like her spirit*

9. *If your life had absolutely no limit, what would you choose to have and what would you choose to do ? and why ?*
Answer : *i will choose to have my family now. I want to make them feel pround of me and listen to them said that they are proud of me. Because of them i never feel tired in life*

10. What you gonna do next after you graduate from IAIN parepare?
Answer : *i will getting for a job and then continue my education*

Interview Section

Students 1

6. What do you do to improve your pronunciation?

Answer : is to always listen to people speak in english. Audio or video in youtube, because i think if we are always watching or istening a real native speaker speak in english we can easily to imitate them so we can apply in our speaking by a good pronounciation too

7. What do you do to improve your vocabulary?

    Answer : is reading, reading a book or novel or something in english

8. What do you do to make your grammar better?

    Answer : by my own experience, i learn grammar in youtube by watching a video about grammar and of course the teacher is a real native speaker and yeah we can easy to understand about the material that the speaker teach us

9. What do you do to improve your fluency in speaking?

    Answer : is watching video on youtube, same like another skill like pronounciation grammar vocabulary. To improve our fluency in speaking also by using video because we always imitate the real native speaker when they are speaking and we apply in our activity when we are speaking with our friends

10. What do you do to improve your comprehension in speaking?

    Answer : that is one em.. i watching video also by download the video on youtube and then i try to find the meaning of what the speaker say without using a subtitle, i watching the video and but without the subtitle and i try to guest what the speaker say. Thank you.

Students 2

1. What do you do to improve your pronunciation?

    Anwer : am listening music and focus on the lyric how to pronounce it and imitate the lyric and shadowing the lyric, Consult a dictionary to learn correct pronunciation in English, Confirm speaking partners understanding in English,

2. What do you do to improve your vocabulary?

Answer : am listening music also and watching movie, when i find unfamous vocab i will looking for it in the dictonary,

3. What do you do to make your grammar better?

   Answer : absolutely i don't know beacuse i have to study about the grammar. So i dont know how to make my grammar better

4. What do you do to improve your fluency in speaking?

   Answer : to improve my fluency i always try to listening, watching, or reading, something that related to english thing. Such as watching movie, speech, listening to the music and it will really help us when we listening tu up beat song or a rap song because it speak so faster or just reading a book

5. What do you do to improve your comprehension in speaking?

   Answer : watching movie.

Students 3

1. What do you do to improve your pronunciation?

   Answer : sometimes i take a pen and the i put the pen i my mouth and try to say some word in english so i can make my english specially pronounciation better and i always read english text book

2. What do you do to improve your vocabulary?

   Answer : am using sticky note and put them in my mirror, my laptotp, my door, my table, everywhere around me so it can make me easly to see them and remember them

3. What do you do to make your grammar better?

   Answer : basiclly, i hate grammar . i dont like grammar . but willy nilly we have to study. Some times i discuss with my senior in libam thta i think have a good grammar so i can ask them everytime i feel confused about the grammar

4. What do you do to improve your fluency in speaking?

Answer : sometimes i always try to practice with my friend. And because i was a tour guide i always take the opportunity to speak as much as possible with every foreigner that i met

5. What do you do to improve your comprehension in speaking?

   Answer : i think practice and practice, the key of speaking is practice

Students 4

1. What do you do to improve your pronunciation?

   Answer : to improve my pronuniation i always familiarize my self listening, watching, reading, anything that related to speaking english using an application that can help me correct my pronunciation or just to make sure how to pronounce the word that i want to say such as google translate, kamusku, alexa, and siri

2. What do you do to improve your vocabulary?

   Answer : yeah practicing again and to improve my vocabulary of course watching movie is one of the fun way. i like to watch movie. At first i will watch it with a subtitle next i will watch it without a subtitle, If i found a new word i will noted it and look for it in the dictonary

3. What do you do to make your grammar better?

   Answer : i will make a sentence by ussing a correct grammaar

4. What do you do to improve your fluency in speaking?

   Answer : talking to my friend, listen to the music, and always practice

5. What do you do to improve your comprehension in speaking?

   Answer : i think we have to practice. And even when we think our speaking already good we still and always need to practice

Students 5

1. What do you do to improve your pronunciation?

   Answer : i read many english text and listen to music

2. What do you do to improve your vocabulary?

   Answer : i just memorize some vocab per day or if i found a new vocabulary i will translate it and memorize it

3. What do you do to make your grammar better?

   Answer : by written an english text

4. What do you do to improve your fluency in speaking?

   Answer : i think by practice and look for speaking partner and am always memorize a word or a song and repeated the sentece frequently, by doing it many times it can makes me sound naturaly when i say the word

5. What do you do to improve your comprehension in speaking?

   Answer : i like to watch speech video and focus, pay attantion to the speaker, if i dont understand what they say, i will focus on their body language, or read their lips

Students 6

1. What do you do to improve your pronunciation?

   Answer : i usually listening to a music, conversation, audio and etc

2. What do you do to improve your vocabulary?

   Answer : i usually reading a text and looking for a meaning of word that i dont know

3. What do you do to make your grammar better?

   Answer : i usually watch guruku video in instargram, it is about grammar also

4. What do you do to improve your fluency in speaking?

Answer : i think the key is practice, usually practice like speak by my self or speak with my friend

5. What do you do to improve your comprehension in speaking?

Answer : i think i usually search on google or watching a movie

Students 1

No.	STATEMENT	S.A	A	N	S.D	D
1.	I study english to makes my parent proud of me	√				
2.	I look forward to going to class because my English teacher is so good.		√			
3.	I have a strong desire to know all aspects speaking English.		√			
4.	I never feel quite sure of myself when I am speaking in our English class.					√
5.	Knowing Speaking in English isn't really an important goal in my life.				√	
6.	I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.		√			
7.	I feel confident when i asked to speak in my English class		√			
8.	I really enjoy learning speaking in English		√			
9.	Speaking English anywhere makes me feel					√

No.	Statement					
	worried.					
10.	It embarassed me to volunteer answers in our English class		√			
11.	It doesn't bother me at all to speak English		√			
12.	I want to learn speak in English so well that it will become natural to me	√				
13.	To be honest, I really have little interest in my speaking english				√	
14.	It worries me that other students in my class seem to speak English better than I do.			√		
15.	Learning and speaking English is a waste of time				√	
16.	I like my speaking class so much, I look forward to studying more English in the future.		√			
17.	My speaking teacher is a great source of inspiration to me	√				
18.	I plan to learn speak english as much as possible	√				
19.	I would feel uncomfortable speaking English anywhere outside the classroom					√

No.	STATEMENT	S.A	A	N	S.D	D
20.	I enjoy meeting people who speak foreign languages		√			

Students 2

No.	STATEMENT	S.A	A	N	S.D	D
1.	I study english to makes my parent proud of me	√				
2.	I look forward to going to class because my English teacher is so good.		√			
3.	I have a strong desire to know all aspects speaking English.		√			
4.	I never feel quite sure of myself when I am speaking in our English class.			√		
5.	Knowing Speaking in English isn't really an important goal in my life.				√	
6.	I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.		√			
7.	I feel confident when i asked to speak in my English class		√			
8.	I really enjoy learning speaking in English		√			
9.	Speaking English anywhere makes me feel			√		

	worried.					
10.	It embarassed me to volunteer answers in our English class					√
11.	It doesn't bother me at all to speak English		√			
12.	I want to learn speak in English so well that it will become natural to me	√				
13.	To be honest, I really have little interest in my speaking english				√	
14.	It worries me that other students in my class seem to speak English better than I do.					√
15.	Learning and speaking English is a waste of time				√	
16.	I like my speaking class so much, I look forward to studying more English in the future.		√			
17.	My speaking teacher is a great source of inspiration to me	√				
18.	I plan to learn speak english as much as possible	√				
19.	I would feel uncomfortable speaking English anywhere outside the classroom				√	

No.	STATEMENT	S.A	A	N	S.D	D
20.	I enjoy meeting people who speak foreign languages		√			

Students 3

No.	STATEMENT	S.A	A	N	S.D	D
1.	I study english to makes my parent proud of me	√				
2.	I look forward to going to class because my English teacher is so good.		√			
3.	I have a strong desire to know all aspects speaking English.		√			
4.	I never feel quite sure of myself when I am speaking in our English class.					√
5.	Knowing Speaking in English isn't really an important goal in my life.				√	
6.	I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.			√		
7.	I feel confident when i asked to speak in my English class	√				
8.	I really enjoy learning speaking in English		√			
9.	Speaking English anywhere makes me feel					√

	worried.					
10.	It embarassed me to volunteer answers in our English class					√
11.	It doesn't bother me at all to speak English		√			
12.	I want to learn speak in English so well that it will become natural to me	√				
13.	To be honest, I really have little interest in my speaking english				√	
14.	It worries me that other students in my class seem to speak English better than I do.					√
15.	Learning and speaking English is a waste of time				√	
16.	I like my speaking class so much, I look forward to studying more English in the future.		√			
17.	My speaking teacher is a great source of inspiration to me		√			
18.	I plan to learn speak english as much as possible	√				
19.	I would feel uncomfortable speaking English anywhere outside the classroom					√

No.	STATEMENT	S.A	A	N	S.D	D
20.	I enjoy meeting people who speak foreign languages	√				

Students 4

No.	STATEMENT	S.A	A	N	S.D	D
1.	I study english to makes my parent proud of me	√				
2.	I look forward to going to class because my English teacher is so good.		√			
3.	I have a strong desire to know all aspects speaking English.		√			
4.	I never feel quite sure of myself when I am speaking in our English class.					√
5.	Knowing Speaking in English isn't really an important goal in my life.				√	
6.	I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.		√			
7.	I feel confident when i asked to speak in my English class			√		
8.	I really enjoy learning speaking in English			√		
9.	Speaking English anywhere makes me feel			√		

	worried.					
10.	It embarassed me to volunteer answers in our English class			√		
11.	It doesn't bother me at all to speak English			√		
12.	I want to learn speak in English so well that it will become natural to me	√				
13.	To be honest, I really have little interest in my speaking english				√	
14.	It worries me that other students in my class seem to speak English better than I do.			√		
15.	Learning and speaking English is a waste of time				√	
16.	I like my speaking class so much, I look forward to studying more English in the future.		√			
17.	My speaking teacher is a great source of inspiration to me	√				
18.	I plan to learn speak english as much as possible	√				
19.	I would feel uncomfortable speaking English anywhere outside the classroom				√	

No.	STATEMENT	S.A	A	N	S.D	D
20.	I enjoy meeting people who speak foreign languages			√		

Students 5

No.	STATEMENT	S.A	A	N	S.D	D
1.	I study english to makes my parent proud of me			√		
2.	I look forward to going to class because my English teacher is so good.		√			
3.	I have a strong desire to know all aspects speaking English.		√			
4.	I never feel quite sure of myself when I am speaking in our English class.			√		
5.	Knowing Speaking in English isn't really an important goal in my life.				√	
6.	I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.			√		
7.	I feel confident when i asked to speak in my English class		√			
8.	I really enjoy learning speaking in English		√			
9.	Speaking English anywhere makes me feel					√

	worried.					
10.	It embarassed me to volunteer answers in our English class					√
11.	It doesn't bother me at all to speak English			√		
12.	I want to learn speak in English so well that it will become natural to me	√				
13.	To be honest, I really have little interest in my speaking english				√	
14.	It worries me that other students in my class seem to speak English better than I do.			√		
15.	Learning and speaking English is a waste of time				√	
16.	I like my speaking class so much, I look forward to studying more English in the future.		√			
17.	My speaking teacher is a great source of inspiration to me		√			
18.	I plan to learn speak english as much as possible	√				
19.	I would feel uncomfortable speaking English anywhere outside the classroom					√

No.	STATEMENT	S.A	A	N	S.D	D
20.	I enjoy meeting people who speak foreign languages		√			

Students 6

No.	STATEMENT	S.A	A	N	S.D	D
1.	I study english to makes my parent proud of me	√				
2.	I look forward to going to class because my English teacher is so good.		√			
3.	I have a strong desire to know all aspects speaking English.		√			
4.	I never feel quite sure of myself when I am speaking in our English class.			√		
5.	Knowing Speaking in English isn't really an important goal in my life.				√	
6.	I don't bother checking my assignments when I get them back from my English teacher. Especially, if speaking task.		√			
7.	I feel confident when i asked to speak in my English class		√			
8.	I really enjoy learning speaking in English		√			
9.	Speaking English anywhere makes me feel worried.			√		

No.	Statement					
10.	It embarassed me to volunteer answers in our English class					√
11.	It doesn't bother me at all to speak English		√			
12.	I want to learn speak in English so well that it will become natural to me	√				
13.	To be honest, I really have little interest in my speaking english				√	
14.	It worries me that other students in my class seem to speak English better than I do.					√
15.	Learning and speaking English is a waste of time				√	
16.	I like my speaking class so much, I look forward to studying more English in the future.		√			
17.	My speaking teacher is a great source of inspiration to me	√				
18.	I plan to learn speak english as much as possible	√				
19.	I would feel uncomfortable speaking English anywhere outside the classroom				√	
20.	I enjoy meeting people who speak foreign languages		√			

CURRICULUM VITAE

The Writer Era Dahlan, was born on 2th October 1997 in Malaysia. She is the second child in his family, she has two sisters and two brothers. Her father's name is Dahlan Bahar and her mother's name is Rabania Dahlan. She began her elementary school at 134 Data then she continued her study at SMPN 5 Duampanua and finished her junior High School on 2012.

After that, she is registered as a student in SMAN 2 Pinrang and graduate on 2015. In the same year she continues her study at State Islamic Institute. During her study in IAIN Parepare she actives in Lintasan Imajinasi Mahasiswa IAIN Parepare. Also active in one of community Skholatanpabatas. On 2019 she completed her skripsi with the tittle "The Students' Learning Strategy and Motivation in Developing Their Speaking Ability at Sixth Semester of English Department"