

**STUDENTS' PERCEPTION TOWARDS SPEAKING LEARNING STRATEGIES
AT THE FIFTH SEMESTER OF ENGLISH EDUCATION IN UNIVERSITY OF
MUHAMMADIYAH KOTABUMI
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Abstract: Speaking learning strategies are ways or methods that students can use in learning speaking. In this case, students have different perceptions about the strategy used, namely suitability or compatibility in the way they learn, not all students use the same strategy. Therefore, this study discusses students' perceptions of the speaking learning strategies they use in teaching speaking. The purpose of this study was to find out the types of speaking learning strategies used by students based on the theory of an expert chosen by the researcher. This study uses a descriptive qualitative method to describe the perceptions of students' choice of speaking learning strategies. Furthermore, this study took 40 students as qualitative research subjects. Questionnaire is a data collection tool used in this study. From the results of the study, there were 40 students using memory strategies, 35 students using cognitive strategies, 30 students using compensation strategies, 38 students using metacognitive strategies, 37 students using affective strategies, 38 students using social strategies. It can be seen that more than 30 students used several strategies. In the 6 strategies, the most dominant strategy is often used, namely memory strategy. Based on the results of the study, there were 12 students of 40 students used several strategy. Lastly, we can see that students' perception toward speaking learning strategies is positive perception. It means that, speaking learning strategies are important based on the perception of fifth semester students. With strategies that are widely used, students will find which one is better and suitable for strategies in learning to speak and not easily discouraged to try again.

Keywords: Students Perception, Speaking, Strategy, Learning Strategies, Speaking Learning Strategies

***Abstrak:** Strategi pembelajaran berbicara merupakan cara atau metode yang dapat mahasiswa gunakan dalam pembelajaran berbicara. Dalam hal ini, mahasiswa memiliki persepsi berbeda mengenai strategi yang digunakan yaitu kesesuaian atau kecocokan dalam cara mereka belajar tidak semua mahasiswa menggunakan strategi yang sama. Oleh karena itu, penelitian ini membahas tentang persepsi mahasiswa terhadap strategi pembelajaran berbicara yang mereka gunakan dalam pembelajaran berbicara. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis strategi pembelajaran berbicara yang di gunakan oleh mahasiswa berdasarkan teori dari seorang ahli yg dipilih oleh peneliti. Penelitian ini menggunakan metode deskriptif-kualitatif untuk menjabarkan persepsi pilihan mahasiswa terhadap strategi pembelajaran berbicara. Selanjutnya, penelitian ini mengambil 40 mahasiswa sebagai subjek penelitian kualitatif.*

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Kuesioner merupakan alat pengumpulan data yang digunakan dalam penelitian ini. Dari hasil penelitian, Terdapat 40 mahasiswa yang menggunakan memory strategies, 35 mahasiswa yang menggunakan cognitives strategy, 30 mahasiswa menggunakan compensation strategies, 38 mahasiswa menggunakan metacognitive strategies, 37 mahasiswa menggunakan affective strategies, 38 mahasiswa menggunakan social strategies, dan dapat dilihat terdapat lebih dari 30 mahasiswa menggunakan beberapa strategy. Dalam 6 strategi, strategi yang paling dominan sering digunakan yaitu memory strategy. Berdasarkan hasil penelitian, terdapat 12 mahasiswa dari 40 mahasiswa menggunakan beberapa strategi. Akhirnya, kita dapat lihat bahwa persepsi mahasiswa terhadap strategi pembelajaran berbicara yaitu persepsi yang positif. Itu berarti, strategi pembelajaran berbicara penting berdasarkan persepsi mahasiswa semester lima. Dengan strategi yang banyak digunakan, maka mahasiswa akan menemukan strategi yang cocok dalam belajar berbicara dan juga tentunya mahasiswa tidak mudah patah semangat untuk mencobanya lagi.

Kata Kunci: *Persepsi Mahasiswa, Berbicara, Strategi, Strategi Pembelajaran, Strategi pembelajaran berbicara*

I. INTRODUCTION

As one of productive skills, speaking is very beneficial in communication. Speaking is needed by every people in order to give information each other, share ideas, talk then achieve messages orally, and also get conclusion of information. According to (Richards, 2008) when people speaking, people have ideas to be explored, working out some aspects of the word, and simply being together. Brown in (Tiwery & R.Souisa, 2019, p. 34) defines that speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information. In the other words, speaking is skill which is very important to be learned for every people because learning speaking bridging

communication as the core of easy way to get world relation.

Speaking tend to be important because speaking is beneficial for International communication function. In educational stage such as campus, students in English Education Program must master English speaking because speaking is really suggested to be a habit in every English class and also English is international language as well as foreign languages in Indonesia. Futhermore, speaking is one of skills which can build the students' performance when the students want to train themselves independently. Besides, in Indonesia students are as English foreign Language (EFL) students, so it is not easy for students to do daily communication in English especially in speaking activity. In the other hand, both Indonesian language and English have difference aspects in speaking skill , such as grammatical aspect, vocabulary, sound, and etc. Based on the fact above, all that aspects usually

influence the general problems in the learning speaking. In other word, to make learning speaking easy, students need to find the easy way for learning speaking.

At English Education Study Program of University Muhammadiyah Kotabumi, speaking is a subject that has some level. There are some subject of speaking, which are English Speaking Basic, Public Speaking, and Advance Speaking. In English Speaking Basic, students are hoped can understand how to introduce themselves, do short conversation, and pronounce the words appropriately. In Public Speaking, students are hoped can speak in public, do speaking clearly, and can speaking front of class with their theme which is given by the teacher. In advance speaking, the students are hoped can speak fluently, can explore their speaking with their theme, and create the speaking with right grammar. To reach a good speaking, it is needed the right strategy for the students which is match for them.

According to Glueck and Jauch in (Wijayanti, 2018, p. 10) Strategy is a plan devised by bringing together what is widely needed and integrating that linking the strategic advantage in a company with the newly planned environmental challenges ensures that key objectives can be accomplished according to plan. The strategy is not only by teacher side, but it is very crucial if students aware how their perception about their speaking learning strategies. According to Ridwan in (Budiman & Apriani, 2019, p. 228) perception is a person's practical activities in giving impression, judgment, opinion, feeling and interpretation

based on information presented from other sources (and that in perception).

Futhermore, according to Irwanto in (Mahreda, 2017, p. 7) there are two types of perception which is the result of interaction between person and object. They are negative and positive perception, both are explained in the following description;

1. Positive Perception

Positive perception is perception that describes all of information, knowledge (known or unknown) positively. In addition, positive perception is positive interpretations that involve human evaluating something around them. In this case, if someone has positive perception, he will accept and support the object that is perceived.

2. Negative Perception

Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object that is perceived. In other words, negative perception is negative interpretations that involve human evaluating something around them.

As the information above, so speaking learning strategies is very important to help the students in learning speaking. Because of that, the researcher interested to know the

students' perception towards speaking learning strategies which is used by them.

In line with this research, the research of a study of the speaking learning strategies used by English education department students by (Saputra & Subekti, 2016) Shows that the significant correlation between the speaking learning strategies used by the student of assesment. This research refines the research in other to better understand students' perceptions of the speaking learning strategies they use, so that they are more aware of the importance of the strategies they use.

In the other previous research by (Budiman & Apriani, 2019) about Students's perception of lecturer's role in enhancing EFL learners's communication ability. The research shows that the research is quantitative research, the researcher use questionnaire for the instrument or collecting the data, and the questionnaire is close-ended questionnaire. In line with this other research, this research also analyze about the students' perception. The similarity with this research, the research is same as about the students' perception. Whereas the differences are the research about the lecture role, but this research focus on speaking learning strategies that students used. Then, the research is quantitative, but in this research is qualitative research.

II. RESEARCH METHOD

This research is Qualitative research method (Descriptive Qualitative). (Sugiyono, 2016, p. 13) defines that qualitative research method is a method of the research which emphasize the meaning, inductive, conduct on natural object condition and uses word and sentences to present the data source.

In this study, the data is taken from the students. The participants are the students in the fifth semester students of English education study program who have passed learn about speaking material. There are only one class in the fifth semester. The fifth semester has 30 female students and 10 male students. Futhermore To know student's perception on learning strategies in learning speaking, in this study the instrument which is used are the researcher it self and questionnaire. (Sugiyono, 2016, p. 102) state that research instrument is the tools to measure nature phenomenon and social which is observed.

There are some ways to collect or fulfill the data, in this study the data collecting technique is questionnaire. According to (Arikunto, 2010, p. 192) data collecting technique are observation, questionnaire, interview, and documentation. This study used closed ended questionnare to measure the student's perception toward speaking learning strategies. Then, the

questionnaire was distributed in google form. Total number of questionnaire items are 40 items that consist of 22 positive statement and 18 negative statement.

Adopt from (Sugiyono, 2016, p. 93) the score ranges in the linkert scale from 1 to 5 can be seen in the table below:

No	Answer	Positive score	Negative score
1	Strongly Agree	5	1
2	Agree	4	2
3	Doubt	3	3
4	Disagree	2	4
5	Strongly Disagree	1	5

The data analysis technique was used the Miles and Hubberman model. As miles and Hubberman in (Sugiyono, 2016, p. 246) state that qualitative data consist of four concurrent flows or steps of the activity: data collection, data reduction, data display, drawing and conclusions. First step is data collection, all data is submitted into data collection procedure. This step became a pure data before it becoming a processing in the next step. Second step, data reduction is a choising process, focusing, simplifying, abstraction, transformation the pure data that gotten in the match notes. In the next continuity from reduction, commonly in reduction there are coding, make the themes,

and like a memos. The third step is data displays, diplays is reference to some information which is designed that can be the description of conclusion and taking action. The last step is drawing and conclusion, from the starting of the submitting the data, the qualitative researcher start to conclude what the meaning of something, writing the signs, description, configuration, causal plot, and propositions. The competent researcher can handle the conclusion clearly.

III. RESULTS AND DISCUSSION

Results

This study choose Oxford's theory in other to find the result which is more efective, comprehensive, and comfortable.

Oxford in (Saputra & Subekti, 2016, p. 2) divides language learning strategies into two main categories, each consisting of several subcategories, namely Direct Strategies, consist of Memory Strategies, Cognitive Strategies, and Compensation Strategies. Then, Indirect Strategies, consist of Metacognitive Strategies, Affective Strategies, and Social Strategies.

In the table and the chart above, the result of speaking learning strategies that used by the fifth semester of English education. The number of student are 40 students with the initial AA1, AO, AN, AS,

NDW, ONM, MZ, DM, MO, AF, YN, CZP, ES1, AL, ADL, SFZ, ES2, II, SMP, NWS, AA2, GH, ARA, TGS, NPD, MMA, DL, R, ASS, RP, MIM, MNA, RAS, DEP, DW, MAP, RDS, AM, YA, and ANH.

Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies, and Social Strategies.

The number of closed-ended questionnaire that used in this study are 40 statements of the questioner, there are 3 statement which is show the using each strategy. There are students choose or answer strongly agree or agree in each statement, two statements, or all three of these statements of the strategy, or only choose one statements, so that if all students are using the strategy only applies one statement out of the three statements, or there are those who use the entire statements. There is a total of 100% of students or 40 students or all students who choose Memory Strategy. So it is clear that memory strategy is in great demand by students for learning speaking.

Name of Strategy	Percentage Of The Result
Memory Strategy	100%
Cognitive Strategy	87,5%
Compensation Strategy	75%
Metacognitive Strategy	95%
Affective Strategy	92,5%
Social Strategy	95%

Table 1. The percentage of the result

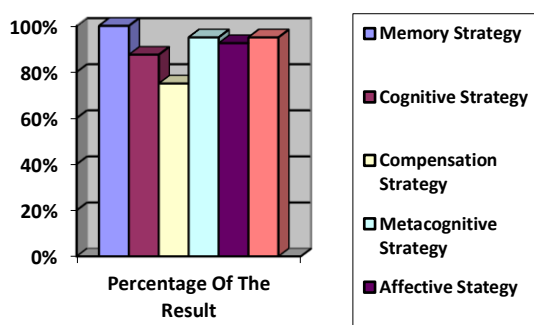


Chart 1. The percentage of the result

From the table and the chart above, kind of speaking learning strategies that used by the fifth semester students are

Then, there is a total of 87,5% of 40 students or 35 students who choose Cognitive Strategy. The students' initial that used this strategy are AA1, AN, NDW, ONM, MZ, DM, AF, YN, CZP, ES1, AL, ADL, SFZ, ES2, II, NWS, AA2, GH, ARA, TGS, NPD, MMA, DL, R, ASS, RP, MIM, MNA, RAS, DEP, DW, MAP, RDS, YA, and ANH. Whereas, there are 12,5 % or 5 students did not used this strategy, that are AO, AS, MO, SMP, and AM.

In the other hand, there is a total of 75% of 40 students or 30 students who

choose Compensation Strategies. The students' initial that used this strategy are AA1, AO, AN, NDW, ONM, MZ, DM, YN, CZP, ES1, AL, ADL, SFZ, ES2, AA2, GH, ARA, TGS, NPD, MMA, DL, R, ASS, RP, MNA, DEP, MAP, RDS, YA, and ANH. Then, there are 25 % or 10 students did not used this strategy, that are AS, MO, AF, II, SMP, NWS, MIM, RAS, DW, and AM.

There is a total of 95% of 40 students or 38 students who choose Metacognitive Strategies. The students' initial that used this strategy are AA1, AO, AN, AS, NDW, ONM, MZ, DM, MO, AF, YN, CZP, ES1, AL, ADL, SFZ, ES2, II, NWS, AA2, GH, TGS, NPD, MMA, DL, R, ASS, RP, MIM, MNA, RAS, DEP, DW, MAP, RDS, AM, YA, and ANH. Then, there are 5 % or 2 students did not used this strategy, that are SMP and ARA.

Besides, there is a total of 92,5% of 40 students or 35 students who choose Affective Strategies. The students' initial that used this strategy are AA1, AO, AN, AS, NDW, ONM, MZ, DM, MO, YN, CZP, ES1, AL, ADL, SFZ, ES2, NWS, AA2, GH, ARA, TGS, NDP, MMA, DL, R, ASS, RP, MIM, MNA, RAS, DEP, DW, MAP, RDS, AM, YA, and ANH. Then, there are 7,5 % or 3 students did not used this strategy, that are AF, II, and SMP.

Morefore, there is a total of 95% of 40 students or 38 students who choose Sosial Strategies. The students' initial that used this

strategy are AA1, AO, AN, AS, NDW, ONM, MZ, MO, AF, YN, CZP, ES1, AL, ADL, SFZ, ES2, II, NWS, AA2, GH, ARA, TGS, NPD, MMA, DL, R, ASS, RP, MIM, MNA, RAS, DEP, DW, MAP, RDS, AM, YA, and ANH. Then, there are 5 % or 2 students did not used this strategy, that are DM and SMP.

Discussion

From the result of the research, the students' perception towards speaking learning strategies is have positive perception. This is shown with the average that more than 30 students or almost all the students of the fifth semester using the speaking learning strategies or the students agree with the positive statement that they do in their daily speaking learning. So, it is clear that speaking learning strategies is very important for students. Kind of speaking learning strategies that the students used are all the strategies, consist of Direct Strategies and Indirect Strategies, that are Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies, and Social Strategies. In the result of memory strategy, a total of 100 % of students or 40 students agreed to used memory strategies. It means that the most dominant strategy is often used is memory strategies. The students agree that they put the new words in developing

the vocabulary for increase their speaking skill, the students usually applying images in learning speaking and representating that sounds in their memory, and the students remind or review the words that they have learned with the images, so make the students easy to pronounce the word.

In cognitive strategies, a total of 87,5% of students or 35 students agree to used cognitive strategies. It means that cognitive strategies is used quite frequently. The students agree that they usually repeat new word or new expressions to practice them, they analyze what the native speaker said with the experience that they have found, and they like to create the structure of sentences correctly, so they can train their speaking skill well.

In the other hand, the result of compensation strategies , a total of 75 % of students or 30 students agree to used compensation strategies. It means that compensation strategies is used quite frequently. The students agree that they used mime or gesture to say it if they cannot think the right expression, the students make up new words or change the words if they do not know the rights one, the students use a synonym to describe the idea, and the students change the words which do not know how to say in English in their mother tongue.

In metacognitive strategies, a total of 95% of students or 38 students used

metacognitive strategies. It means that metacognitive strategies is used quite frequently too. The students agree that they try to concentrate on what the person says and put unrelated topics out of the mind so they can respond it, the students find out how to be better in speaking skill by reading book, articles, or by talking with others about how to learn, and the students notice or monitor their mistakes or their language errors and find out the reason and the solutions.

Futhermore, in the result of the using of affective strategies, there are 92,5 % or 37 students using affective strategies. It means that affective strategies is used quite frequently. The students agree that when the students faced their anxiety in speaking English, they usually listen to music and laugh to find again their motivate to speak English confidently, the students take wise risks in speaking learning, such as guessing the meanings or trying to speak, even though it might make some mistakes, and the students usually talk or make a discussion to someone trusted about attitudes and feeling concerning the speaking learning process.

In social strategies, a total of 95% of students or 38 students used cognitive strategies. It is shown that the students agree that they ask other people or friend to correct their mistakes in speaking, the students learn and increase their speaking skill in a

learning group with friends or native speakers, and the students try to learn about the culture of the place where the new language is spoken.

IV. CONCLUSION

Based on the result and the discussion above, it can be concluded that all of the strategy by Oxford's theory is used by the fifth semester of English Education. The result of memory strategy is very dominant strategy that used by the students. Memory strategy is used by 40 students at the fifth semester. In the other hand, the second most used strategy are metacognitive strategies and social strategies. A total of 38 students used these strategies, and there are 2

students did not use these strategy. Then, the third most used strategy is affective strategy. A total of 37 students used this strategy, and 3 students who did not use this strategy. Followed by the cognitive strategies with 35 students who choose this strategy, and 5 students who did not choose and compensation strategies with 30 students, and 10 students who did not choose . Lastly, there were 12 students of 40 students used several strategy. From result of the findings, we can see that students' perception toward speaking learning strategies is have positive perception because the students is very quite frequently used all the strategy that varied. It means that, speaking learning strategies are important based on the perception of fifth semester students.

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