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The Contribution of Learning Strategies on the Quality of Speaking English at Pondok Pesantren Darul Hijrah Martapura

Dr. Hj. Nida Mufidah, M.Pd & Dr. Hj. Yuni Pratiwi, M.Pd

This study reports on the current English language learning strategies and the quality of speaking English used by students of Darul Hijrah Boarding school Martapura, South Kalimantan. The subjects of the study were 30 students who still studying at junior high school of this bilingual boarding school. The purposes of detailed research are (1) what are strategies used by the students of Darul Hijrah Boarding School in speaking English? and (2) how is the contribution of learning strategies on the quality of students' speaking skill?

This research is a descriptive qualitative which the instrument of this research is the researcher who serves as a key instrument with the guidelines of supporting instruments of observation, electronic recording devices, recording of field, observation, questionnaires, daily notes, interviews and oral test.

The study investigates the speaking quality of the students is in good category which mean score is 72,60 for English speech and free speaking task with the mean score 72,41. Students can discuss on speaking learning strategies, have a fairly complete understanding of normal conversation level. Aspects of grammar and fluency seems to be necessary improved in speaking English. Besides, the students' learning strategies in English practice could be categorized unique which 59 types learning strategies used consists of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Language learning strategies contributes the development of the students' quality in speaking English in this bilingual Islamic boarding schools.

Understanding of learning strategies is also required by English teachers and language programmer to assist competence development and communication competence of students. The real interaction between students and meaningful language use encourage the development of communicative competence, namely the grammatical competence, sociolinguistic competence, discourse competence, and learning strategies. Language learning strategies help students participate actively in real communication. The contributions of learning strategy has positive impact toward the quality of speaking.

Keywords: *Speaking quality, learning strategies, communicative competence, and students.*

Introduction

Learning languages takes time and efforts. It is not an instant process, which can be done in a night, especially for learning foreign languages. It is not enough for them to have only a strong willingness, they also need to have a battery of learning strategies to gain effective learning outcome. By employing good learning strategies, students can learn languages easily, swiftly, and even more independently. Moreover, when the students need to improve their foreign language speaking skill, learning strategy take more salient role. Speaking becomes a more challenging skill for students since it needs intensive practice. They also need to deal with spontaneous responses needed to be produced while they speak as well as the gap between their

own language ability and the interlocutor language ability. Therefore, the presence of learning strategies will help students to make the process of speaking be more effortless.

According to Wenden dan Rubin (1987:19), learning strategy refers to any activities, steps, plans, and routines used by learners to facilitate them acquiring, retaining, and using information. Cohen et al.(1996:3) mention that the purpose of language-learning strategy is to help learners improve their knowledge and understanding of the target language. Learning strategy is an individual matter. It means that one best learning strategy for a student can be not a good learning strategy for others. In other words, learning strategies can take various forms in accordance with the students' characteristics, psychological conditions, ages, and language abilities (Oxford, 1990). Therefore, the study of various learning strategies is necessarily needed for giving information to teachers and students so they can choose best strategy for their own classes or themselves.

Oxford (1990:57) divides learning strategies into two main groups, which are direct and indirect learning strategies. Direct learning strategies directly involve the target language in the process of learning. Meanwhile, indirect strategy supports the language learning process. She, then, elicits each strategy into more specific lists. Direct learning strategy covers several types, those are memory strategies, cognitive strategies, and compensation strategies. Next, indirect strategy has some types, including metacognitive strategies, affective strategies, and social strategies. See the following table to better understand the definition of each strategy.

Table 1 Direct and Indirect Learning Strategies

Direct Learning Strategies		
<p><i>Memory strategies</i> They help students store and retrieve new information</p>	<p><i>Cognitive Strategies</i> They involve more direct manipulation of the learning material itself.</p>	<p><i>Compensation Strategies</i> They help learners to understand or produce messages in the target language despite limitations of knowledge.</p>
Indirect Learning Strategies		
<p><i>Metacognitive Strategies</i> They involve planning, thinking about the learning process as it is taking place, and monitoring, and evaluating one's progress.</p>	<p><i>Affective Strategies</i> They help students to regulate emotions, motivations and attitudes.</p>	<p><i>Social Strategies</i> They help to learn through interaction with others.</p>

All those strategies can be applied into all language skill, including speaking. Speaking skill refers to ability to sound and to express words, ideas, and feeling. This skill is important because we need to communicate orally in our daily life. One's ability to speak also commonly becomes a standard to judge whether she or he has good language proficiency. This skill cannot be developed except the students practice to speak every day. If they are shy, doubtful, or afraid to speak, they will not be able to master this skill fluently. Thus, it is very important for teachers to provide language environment, which gives the students lot of exposures to practice the target language being learnt.

According to Bialystok (2005:46), learning strategies can facilitate students to improve their language competence. Rubin (1975) stated that learning strategies help the students to learn effectively and make them become good communicator. O'Malley dan Chamot (1990) added that learning strategies help students to understand and learn new information. Based on these theories, then, it can be assumed that learning strategies has significant impact on students' language skills, including their speaking skill. Therefore, a research on this topic will be valuable to be conducted.

Based on the writer's prior observation, Darul Hijrah boarding school is one of schools,

which provides supporting environment for students to develop their speaking skill. This school is located in Cindai Alus, Martapura, South Kalimantan. It employs multilingual learning system. English and Arabic are used for students' daily conversation and the language of instruction, except for some subjects, which should be delivered in Indonesian. This condition, of course, requires the students to intensively use both foreign languages, Arabic and English. In the process of acquiring fluency and accuracy for speaking in a foreign language, each students, definitely, has their own problems. The problems are various: Sometimes, for instance, they get difficulty to get the equivalence of certain words of their mother tongue in the foreign language. They also need to store as many as vocabulary to smooth the process of communication. For overcoming these problems, the writer assumes that they have their own learning strategies. Therefore, Darul Hijrah is an appropriate place for her to conduct a research on learning strategies on speaking English. By conducting a research on this setting, she can reveals what are strategies used by students and the impact of those strategies on their speaking ability.

There are some previous research related to the present research's topic. Djiwandono (1998) conducted a study entitled *The Relationship between EFL Learning Strategies Degree of Extroversion and Oral Communication (A study of Second Year Secretarial Students at Widyakarya University)*. His research described the profile of learning strategies used by Indonesian students to gain proficiency in speaking English in ESP context. Then, Tolok (2006) studied *Learning Strategies Across Cultures of EFL learners Residing in Nusa Tenggara Timur (NTT) Province*. He identified similarities and differences of students' learning strategies. He also found that there is significant relationship between students' learning strategies and their successfulness in learning. Next, Werdiningsih (2007) investigated preschool students' learning strategies to gain pragmatic competence. The findings yielded that preschool students used cognitive strategies and they employ verbal and nonverbal language to communicate.

The present study is different from those previous ones in terms of the setting, the subjects, and the focus of research. This study observe students learning strategies in a natural language environment in which the required to speak English on purpose of both communication and learning. The subject are Islamic boarding school students which quite distinct from the subject of previous studies. The present study also focus on searching the impact of learning strategies used by the students on their speaking ability. Therefore, this article will focus to answer the following research questions: (1) what are strategies used by the students of Darul Hijrah Boarding School in speaking English? and (2) how is the contribution of learning strategies on the quality of students' speaking skill?

Method

The writer used qualitative and quantitative approach to conduct this study. The reasons for choosing this approach were based on the following considerations: (1) the number of the subjects of the study, (2) the data collected were mostly in form of learning strategies, which should be explained in qualitative verbally, (3) the purpose of the study were to elaborate various types of learning strategies to learn English, and (4) the score of the speaking quality refers to quantitative. In term of research design, the present study was realist ethnographic research. Cresswell (2007: 68) mentioned that in this type of research, the researcher becomes a participant observer, in which she has a close and intimate familiarity with the subject of the research through having intensive involvement with the people being observed, observing their behaviour, and interviewing them. Since the purpose of the study was to gain data related to the students' learning strategies patterns, their behaviours in learning, as well as their beliefs underlying those behaviour so this type of research design was suitably match with the purpose of the study. According to Latief (2012:132), ethnographic research is one of the qualitative

research design used to describe teachers and students' behavior; their viewpoints, their needs, their interactions, their language use, etc.

The research setting was in an Islamic boarding school, namely Pondok Pesentren Darul Hijrah (Darul Hijrah Islamic Boarding School), located in Banjar regency, Martapura, South Kalimantan. The school has two divisions, separated based on gender: one school is for boy only (Darul Hijrah Putra) and another is for girl only (Darul Hijrah Putri). The distance between Darul Hijrah Putra to Darul Hijrah Putri is about 3 Km. This school is a good place for conducting a research on learning strategies since it has a strong willingness to develop the students' foreign languages ability. The school has a language immersion program, which requires every student, started from the second semester, to speak either Indonesian, English, or Arabic in their daily communication.

In the present study, the writer observed 30 students of the eight graders. The reason for choosing these subjects were they already joined the immersion program so they needed to communicate in English or Arabic alternately in a period of a week. During the study, the writer acted as the subject partner so her presence did not disturb or change the subject behaviors. The writer actively participated in students' activities for learning English since the focus of her study was observing students' strategies in learning English.

The data were collected by using six instruments: (1) observation guide, (2) interview guide (3) students' diary, (4) documentation, (5) speech and non speech task (common conversation), and (6) Strategy Inventory for Language Learning (SILL) questionnaire developed by Oxford (1990: 293) and oral test. Observation was used to gather the data about students' behaviour in using the language either inside or outside the classroom. It was done by noticing and recording their speeches related to the aspects of language, content, physical, and fluency of the speech. The students' diary was used to collect data related to their activities in using the language based on the students' notes. Then, interview was used to cross-checked the data gather from observation and students weekly diaries. Next, oral test was administered to determine the quality of students' speaking skill. To check the validity of those instruments, the writer tried them out to 20 students of eight graders. She also conducted a triangulation with the English teachers and the languages officers of Darul Hijrah.

All data collected, then, were analyzed qualitatively. Interactive model of data analysis developed by Miles dan Huberman (1992) was used. There were four steps of data analysis according to this model: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion.

Findings and Discussion

(1) The Kinds of the Learning Strategies Used by Students

Based on the findings, it was found that 59 learning strategies were used by students of Darul Hijrah in learning speaking. Those strategies, then, can be classified into 6 major strategies: (1) memory strategies, (2) cognitive strategies, (3) compensation strategies, (4) metacognitive strategies, (5) affective strategies and (6) social strategies. See Table 2 to get the detail of the learning strategies employed by eight graders of Darul Hijrah Islamic Boarding School.

Table 2 Learning Strategies Employed by Students on Learning Speaking.

Learning Strategies	Explanation
<i>Memory Strategies</i>	
1. Grouping words	The students group words based on the part of speech, such as verb, noun, adjective, etc.
2. Using semantic mapping	The students link words, which have same root, for instance moslem and moslemah, make them easier in memorizing the

	words.
3. Recalling sounds from the students' memory	The students related the words with its visual or auditory characteristics.
4. Recognizing and practicing new vocabulary	The students practice every new vocabulary they got.
5. Memorizing new vocabulary	The students read the school magazine and wall magazine to get new vocabulary or idioms then retaining them by memorizing the vocabulary.
6. Involving visual and auditory	Every time students forget or do not know certain vocabulary, they will ask others by giving clues of the vocabulary visual look or the sounds.
7. Doing an action	The students response to what they heard by doing an action commended in audio speaker.
8. Doing technical and mechanical action.	The students make activities which can enable them to use English.
9. Repeating the utterances in Arabic and English	The students repeat again conversation they have done in English to Arabic or vice versa.
<i>Cognitive strategies</i>	
10. Practicing to pronounce and to write in English	The students keep practicing how t sound and to write in English.
11. Watching movies	The students discuss the content of the movie they have watched. They also keep talking while watching the movie to practice new words they get from the movie.
12. Giving a speech	Every two weeks students have to practice how to give speech in three languages (Indonesian, English, and Arabic.
13. Drilling	The students repeat what their teacher said.
14. Giving explanation	The students explain what they have understood from the lesson to his friend.
15. Comparing grammar	The students compare different between the grammar of the target language and their mother tongue.
16. Reading aloud	The students read aloud words, sentences, or paragraph to gain their proficiency in pronunciation and intonation.
17. Translating into Arabic.	The students translate from English to Arabic.
18. Making a summary	The students talk based on the summary of the lesson they learnt.
19. Sending and receiving messages.	The students use new vocabulary given to them by practicing it with friends
20. Reasoning and analyzing	The students analyze the meaning of phrases given to them and then practice it with partner.
21. Using fixed expression	The students practice particular phrases pattern given in conversation class.
22. Reading book and dictionary	The students read book and dictionary to enlarge their vocabulary so they can improve their speaking ability.
23. Using key word	The students use key word to retain new words.
24. Using situational clue	The students use situational context to explain difficult words.

25. Writing the transcript of the sounds or homophone	The students write the transcription of a word sound to practice how to pronounce the word correctly.
26. Translating words and sentences	Every time the students see words, phrases, or sentences written on the wall, tree, or spoken in a speech, the students translate them into Indonesian or vice versa.
27. Practicing speaking	The students keep practicing to speak English in their daily communication
28. Playing scrabble	The students arrange jumbled letters into a new meaningful word.
29. Compensation Strategies	
30. Using synonym	The students look for a synonym of a word when they get difficulty to say a particular word.
31. Using smart guessing	The students guess the meaning of a word based on the context and language clues.
32. Code-Mixing	The students mix their languages between Arabic and English when they get difficulty to explain in just one of the target language.
33. Using mimicry and gestures	The students use body language to strengthen what they said or when they don't know the words.
34. Switching the topic	When the students get difficulty to speak in a particular topic, they will change it into easier topic, which they know more about it.
35. Modifying the messages	The students simplify the message by make it simpler or add additional information.
Metacognitive Strategies	
36. Peer correction	Asking friends for giving correction for their summary or written preparation they have made.
37. Doing punishment tasks	The students who speak in Indonesian or using their mother tongue will get punishment from the language officers. They will be asked to do something as their punishment.
38. Creating a language game	Students create a language game to make the processes of language learning become more fun.
39. Focusing themselves to learn language	Since the immersion program started from the second semester, after six month being in the boarding school students usually will focus themselves to speak English and Arabic. They become active to learn new vocabulary.
40. Listen first then speak	In conversation practice or in a speech event, the students usually will stop talking to listen to what their friend said. They need to do it because sometimes, a students from the audience can be chosen to deliver the summary of the speech.
41. Self-evaluating learning strategy	The students identify their own mistakes in using the language. Sometimes, they also invite friends to give evaluation on their speaking.
Affective Learning Strategies	
42. Keep talking strategy	The students always keep to talk in English although they make mistakes during the practice.
43. Memorizing songs	The students learn to listen, pronunciation, and new

	vocabulary while they are listening to English song, which usually played through loudspeaker in the boarding school.
44. Minimizing language anxiety through fun activities	Since there are lot of language tasks in the school, the students usually will make some fun to minimize their anxieties. They make laugh while reading funny stories or funny cartoon movie.
45. Controlling emotion strategy	The students minimize their negative feeling about their speaking ability by writing diaries, talk to themselves, friends, or family.
46. Relaxation strategy	The students do relaxing activities to fresh their mind and to lower their anxiety. They also do breathing exercise every time they feel anxious about speaking in English.
47. Silence strategy	Some students need time to silence. They need to muse what they are going to say.
48. Self-appreciation strategy	When students can accomplish their speaking task well, for example conversation practice, they usually will give a gift for themselves by doing or eating their favourite things or food.
49. Listening to music	The students listen to English song to relax themselves as well as to learn some vocabulary and pronunciation from the song lyric.
<i>Social Strategies</i>	
50. Having a discussion	The students discuss together to get a better solution toward any problems they have. This activity shape their critical and creative thinking.
51. Asking for repetition	When students get difficulty to understand someone's speaking, they usually ask the interlocutor to speak slowly and repeat again what they have said.
52. Working in groups or pairs	The students work together either in group or in pairs to discuss materials or topic given by teacher.
53. Working with teachers or experts	The students ask the meaning of words they do not understand or some problems related to language to their teacher or expert. However, students do not use this strategy frequently, except when they cannot get the solution from their friends or books.
54. Acting in a role play	Students usually do role play activities without previous preparation. They just act directly in the classroom after getting a topic.
55. Pair-work speaking practice	Every morning after Shubuh praying, the students stand and face each other to talk about any topic for 30 minutes.
56. Asking to others	The students ask teachers, smarter students, or their friends, to get new information or to get solution for language problems they have.
57. Asking for clarification	The students ask to clarify what others have said or explained by asking questions, ask them to repeat, ask for examples, or ask to get feedback.
58. Showing empathy	The students show their empathy toward the speaker by

	responding appropriately to what they have said through proper verbal and body language response.
59. Increasing cultural understanding knowledge	The students hold cultural events, such as Halloween, to increase their cultural understanding about English. They also communicate each other by respecting the rules of communication pattern governed in the boarding school.
60. Increasing awareness on others' feeling and ideas	The students try to understand their speaking partner difficulties to speak. They also ask about how others' feeling are while speaking.

Furthermore, the writer underlines several important findings related to the students' language learning strategies at Darul Hijrah Islamic Boarding School. First, among those six major strategies, metacognitive and compensation strategies were less used by the students. Second, affective and memory strategies were sufficiently used by the students. Third, learning strategies intensively used by the students were cognitive and social strategies.

(2) The Contribution of Language Learning Strategies on Students' Speaking Quality

Language learning strategies used by the students effectively helped students to cope with their problems in communication. It facilitated them to achieve the purposes of communication and to improve their language skills. Therefore, the students' language learning strategies gave valuable contribution on students' speech and their free talks. To better understand the contribution of the learning strategies, the writers tried to categorize the results of students' speech and free speaking task and then drew a link between the students' scores and the used learning strategies.

(a) Learning Strategies and Students' Speech Quality

Based on the data of students' speech quality, the writers found that there were 28 strategies, which positively contributed on students' speech. The quality of students' speech focused on (1) language, (2) content, (3) performance, and (4) cohesion. This conclusion was drawn by seeing the result of the speech test. The results of students' quality in speech is in good category with the mean score is 72,60. It showed that the students who employed the 28 strategies got better score than those who did not. See Table 3 to better understand the learning strategies used by those high-achiever students.

Table 3 Strategies positively contributed on students' speech quality

Learning Strategies	Students' Speech Quality
<i>Memory Strategies</i>	
1. Grouping words	Good
2. Using semantic mapping	Good
3. Memorizing new vocabulary	Good
4. Doing an action	Good
5. Doing technical and mechanical action.	Good
6. Repeating the utterances in Arabic and English	Good
<i>Cognitive strategies</i>	
7. Giving a speech	Good
8. Drilling	Good
9. Comparing grammar	Good
10. Translating into Arabic.	Good
11. Reasoning and analysing	Good
12. Using fixed expression	Good

13. Using situational clue	Good
14. Translating words and sentences	Good
15. Playing scrabble	Good
Compensation Strategies	
16. Using smart guessing	Good
17. Code-Mixing	Good
18. Switching the topic	Good
19. Modifying the messages	Good
Metacognitive Strategies	
20. Doing punishment tasks	Good
21. Creating a language game	Good
Affective Learning Strategies	
22. Keep talking strategy	Good
23. Memorizing songs	Good
24. Controlling emotion strategy	Good
25. Listening to music	Good
Social Strategies	
26. Acting in a role play	Good
27. Increasing cultural understanding knowledge	Good
28. Increasing awareness on others' feeling and ideas	Good

Next, the writers also found that there were 6 strategies considered gave negative contribution on students' speech quality. It was supported by the data that those strategies were only used by the students who were in fair category and did not used by students who were in good category. It means that the use of the 6 strategies did not give significant contribution on the improvement of the students' speech quality. See Table 4 to get the list of the strategies.

Table 4 Strategies negatively contributed on students' speech quality

Learning Strategies	Students' Speech Quality
Cognitive strategies	
1. Practicing to pronounce and to write in English	Fair
2. Giving explanation	Fair
3. Making a summary	Fair
Metacognitive Strategies	
4. Self-evaluating learning strategy	Fair
Affective Learning Strategies	
5. Relaxation strategy	Fair
Social Strategies	
6. Showing empathy	Fair

Then, there were also 25 strategies that impartially contributed on students' speech quality. The contribution was scarcely hard to be seen since it was obscure to determine whether the strategies significantly gave contributions to the good ability students or to the fair ability students. In other words, both groups of the students used the strategies. See Table 5 to get the picture of the 25 strategies.

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Table 5 Strategies impartially contributed on students' speech quality

Learning Strategies	Students' Speech Quality
<i>Memory Strategies</i>	
1. Recalling sounds from the students' memory	Good & Fair
2. Recognizing and practicing new vocabulary	Good & Fair
3. Involving visual and auditory	Good & Fair
<i>Cognitive strategies</i>	
4. Watching movies	Good & Fair
5. Reading aloud	Good & Fair
6. Sending and receiving messages.	Good & Fair
7. Reading book and dictionary	Good & Fair
8. Using key word	Good & Fair
9. Practicing speaking English in daily communication	Good & Fair
10. Recognizing and using standard form	Good & Fair
<i>Compensation Strategies</i>	
11. Using synonym	Good & Fair
12. Using mimicry and gestures	Good & Fair
<i>Metacognitive Strategies</i>	
13. Peer correction	Good & Fair
14. Focusing themselves to learn language	Good & Fair
15. Listen first then speak	Good & Fair
<i>Affective Learning Strategies</i>	
16. Silence strategy	Good & Fair
17. Self-appreciation strategy	Good & Fair
18. Minimizing language anxiety through fun activities	Good & Fair
<i>Social Strategies</i>	
19. Having a discussion	Good & Fair
20. Asking for repetition	Good & Fair
21. Working in groups or pairs	Good & Fair
22. Working with teachers or experts	Good & Fair
23. Pair-work speaking practice	Good & Fair
24. Asking questions to others	Good & Fair
25. Asking for clarification	Good & Fair

(b) Learning Strategies and the Quality of Students' Speaking on Free Speaking Task

For the free speaking task, the writers used interview as a technique to gain data about their quality in speaking in a free mode of conversation. It was scored based a rubric with the following aspects: (1) language, (2) content, (3) performance, and (4) cohesion. Based on the result of the test, it was shown that the students could be categorized into three categories: very good, good, and fair ability. The quality of student in free speaking task is good category with the mean score is 72, 41. As it was explained in the previous subheading, the writers also drew a link between the students' learning strategies and their interview result to see whether or not

there was a contribution between these two variables.

According to the data, it was found that 25 strategies positively contributed on students' speaking ability. The data showed that those strategies were only used by the students who fell in very good speaking ability and were not used by students who were in good and fair categories. It means that the use of the strategies significantly affected students' speaking skill in the free task mode. See Table 6 to get the detail of the strategies.

Table 6 Strategies positively contributed on students' speaking ability

Learning Strategies	Students' Speaking Quality
<i>Memory Strategies</i>	
1. Recalling sounds from the students' memory	Very Good
2. Recognizing and practicing new vocabulary	Very Good
3. Involving visual and auditory	Very Good
<i>Cognitive strategies</i>	
4. Practicing to pronounce and to write in English	Very Good
5. Giving explanation	Very Good
6. Reading aloud	Very Good
7. Making a summary	Very Good
8. Sending and receiving messages.	Very Good
9. Using fixed expression	Very Good
10. Reading book and dictionary	Very Good
11. Using key word	Very Good
12. Practicing speaking in daily communication	Very Good
13. Writing the transcript of the sounds and homophone	Very Good
<i>Metacognitive Strategies</i>	
14. Peer correction	Very Good
15. Focusing themselves to learn language	Very Good
16. Listen first then speak	Very Good
17. Self-evaluating learning strategy	Very Good
<i>Affective Learning Strategies</i>	
18. Relaxation strategy	Very Good
<i>Social Strategies</i>	
19. Having a discussion	Very Good
20. Working in groups or pairs	Very Good
21. Working with teachers or experts	Very Good
22. Pair-work speaking practice	Very Good
23. Asking questions to others	Very Good
24. Asking for clarification	Very Good
25. Increasing awareness on others' feeling and ideas	Very Good

Then, the findings also yielded that 27 strategies gave positive contribution on students' ability since they were used by students who had good score in the interview and were not used by the fair speaking ability group. Nevertheless, those 27 strategies did not have as huge as significant impact as those 25 strategies above since they were not used by very good speaking ability group. See Table 7 to notice the strategies.

Table 7 Strategies sufficiently positively contributed on students' speaking ability

Learning Strategies	Students' Speaking Quality
<i>Memory Strategies</i>	
1. Grouping words	Good
2. Using semantic mapping	Good
3. Recalling sounds from the students' memory	Good
4. Recognizing and practicing new vocabulary	Good
5. Memorizing new vocabulary	Good
6. Doing an action	Good
7. Doing technical and mechanical action.	Good
8. Repeating the utterances in Arabic and English	Good
<i>Cognitive strategies</i>	
9. Practicing to pronounce and to write in English	Good
10. Watching movies	Good
11. Giving a speech	Good
12. Comparing grammar	Good
13. Reasoning and analysing	Good
14. Using situational clue	Good
15. Translating words and sentences	Good
16. Playing scrabble	Good
17. Using synonym	Good
18. Using smart guessing	Good
19. Using mimicry and gestures	Good
20. Modifying the messages	Good
<i>Metacognitive Strategies</i>	
21. Creating language games	Good
22. Affective Learning Strategies	
23. Keep talking strategy	Good
24. Memorizing songs	Good
25. Minimizing language anxiety through fun activities	Good
26. Listening to music	Good
<i>Social Strategies</i>	
27. Asking for repetition	Good
28. Increasing awareness on others' feeling and ideas	Good

Furthermore, seven strategies were found as strategies, which negatively contributed on students' speaking ability. This conclusion was drawn based on the data that those strategies were only used by students who were in fair speaking ability and were not used by ones who had very good and good ability. It means that the strategies did not significantly affect the students speaking skill. Look at Table 8 to see the strategies.

Table 8 Strategies negatively contributed on the students' speaking ability

Learning Strategies	Students' Speaking Ability
<i>Cognitive Strategies</i>	
1. Translating into Arabic.	Fair
<i>Compensation Strategies</i>	

2. Code-Mixing	Fair
<i>Metacognitive Strategies</i>	
3. Doing punishment tasks	Fair
<i>Affective Learning Strategies</i>	
4. Controlling emotion strategy	Fair
5. Self-appreciation strategy	Fair
<i>Social Learning Strategies</i>	
6. Acting in a role play	Fair
7. Increasing cultural understanding knowledge	Fair

Last, there were 12 strategies which impartially contributed on students speaking ability. It was impartial because it was difficult to determine the contribution of the strategies on the students' speaking skills. All categories of students used those 12 strategies. The list of the strategies can be seen in the Table 9.

Table 9 Strategies impartially contributed on the students' speaking abilities

Learning Strategies	Students' Speaking Ability
<i>Memory Strategies</i>	
1. Recalling sounds from the students' memory	Very Good, Good, & Fair
<i>Cognitive Strategies</i>	
2. Practicing to pronounce and to write in English	Very Good, Good, & Fair
3. Watching movies	Very Good, Good, & Fair
4. Reading aloud	Very Good, Good, & Fair
5. Using key word	Very Good, Good, & Fair
<i>Compensation Strategies</i>	
6. Using synonym	Very Good, Good, & Fair
7. Using mimicry and gestures	Very Good, Good, & Fair
<i>Metacognitive Strategies</i>	
8. Listen first then speak	Very Good, Good, & Fair
<i>Affective Learning Strategies</i>	
9. Silence strategy	Very Good, Good, & Fair
10. Self-appreciation strategy	Very Good, Good, & Fair
<i>Social Learning Strategies</i>	
11. Asking for repetition	Very Good, Good, & Fair
12. Asking questions to others	Very Good, Good, & Fair

The findings show that there are 28 effective strategies which can be used to improve students speech quality. Memory and cognitive strategy dominate the list of the strategies so it can be said that most of student who employed those two strategies gain better achievement in their speech task. Then, There are also 25 effective strategies which are effectively help students to accomplish their free speaking task. Most of the strategies in the list are cognitive and social strategies. It meant that these two strategies have a huge impact on the students speaking ability in a conversation mode.

Furthermore, it is also clear, by seeing the table, that different speaking tasks required different strategies. The present findings agree with what Fedderholdt (1997:1) stated that the students who are able to use appropriate strategy will have better language skills. Then, O'Malley and Chamot (1990) also stated that by employing certain learning strategies, students will have more language awareness. It can be seen from the students ability in speaking while

the writers conducted the test. They used wide variety of vocabulary and had a good confidence in expressing their ideas. Last, Oxford (1990:34) said that:

Learning strategies (1)develop the communicative compe-tence, (2)allow learners to become more self-directed, (3) expand the role of language teachers, (4) are problem-oriented, (5) involve many aspects, not just the cognitive, (6) can be taught, (7) are flexible, and (8) are influenced by a variety of factors.

It means that learning strategies offer abundance of benefits for students. Thus, teachers should take the benefits and always encourage their students to use appropriate learning strategies. In addition, since learning strategy can be taught and learnt, it is really recommended to integrate the lesson with the learning strategies so the students get greater learning outcome.

Conclusions and Suggestions

There are 59 learning strategies used by the students at Darul Hijrah Boarding School. Those strategies can be classified into 6 major strategies: (1) memory strategies, (2) cognitive strategies, (3) compensation strategies, (4) metacognitive strategies, (5) affective strategies and (6) social strategies. Among those strategies, cognitive and social strategies are strategies, which intensively used by the students in their communication compared to other strategies.

Based on the result of speech test and interview it was found that the quality of the students speaking skill fell into three categories very good, good, and fair category. In speech test, most of students who were good in speech (mean score 72,60) employed memory and cognitive learning strategies to develop their speaking skills. For the free speaking task (mean score 72,41), most of the students who were good in the interview test were those who apply cognitive and social learning strategies while doing communication with others. These findings then yields that learning strategies had by the students can help them to develop the quality of their speaking skills.

Based on the findings, the writer makes some recom-mendations for teachers, students, future researchers, and school. First, teachers should recognize their students' characteristics so they can select and teach appropriate learning strategies for them. Second, students are expected to look for learning strategies that meet their own characteristics so they can learn easily and swiftly, especially for learning speaking skill. Third, future researchers can use the present findings for conducting a more comprehensive research on learning strategies with different level of the subjects. Last, it is better for headmasters of schools to encourage English teachers to integrate their lessons with learning strategies to gain better learning outcome.

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