THE IMPLEMENTATION OF LEARNING STRATEGIES TO MAINTAIN ENGLISH SPEAKING PERFORMANCE IN POST-FORMAL STUDY PERIOD

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Abstract

Many types of learning strategies can be used by the language learners to make the learning process running well. However, in doing the practice the learners are identified limited types of learning strategies and it makes them face many problems in learning. The aims of the study is to find the typical learning strategies used by the Alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University in speaking English. The result of the study showed that the alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University used singing english song, exploring a book, and watching western movies as the activities to employ her speaking skill and from that activity she can develop her speaking skill. Thus, the learner of English Department are suggested to ap ply many strategies. For this reasearch the socio-affective strategies should be the most suitable strategy practiced by the alumni.

Keywords: Learning strategies, Post formal study, Speaking Performance

INTRODUCTION

Among the four key of 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 skills 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 (Nunan, 1991, p. 39). In addition, Patel and Jain (2008, p. 29) state that "the primary functions of language are communication, self-expression, and thinking". Hence, it is obvious that language is a means of communication.

For a learner to master a language well, she/he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language. However, speaking a foreign language is not an easy skill to be mastered by learners. Learners consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Regarding this, Brown (2004, p. 172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation.

Learners have to be aware of these components. Before they speak, they should know what they will say; therefore, they need to have many ideas in their mind about what they will say. In addition, learners must be able to use correct pronunciation; otherwise it will be difficult for listeners to understand them. Moreover, in order to be able to speak fluently and correctly, they must have sufficient vocabulary and must be able to arrange their sentences so that they can be understood. If all these things are done well, the learners surely will be able to speak well and their listeners will get the message easily.

This thesis reports the findings of a thorough study to establish the factors that have led to the success of her in

maintaining English speaking skills and how such her success ways can be applied in our daily activities. She was the alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University in 2002 and know she is working at Public Relations Division of Regional Police of West Kalimantan (Polda Kalbar). One thing that makes the researcher interest in her to be the sources of his thesis is how she developed and maintain her learning strategies especially in speaking skills meanwhile her job environment doesn't use English as her daily communication and it's so rarely to find out the people who has a good ability in speaking English at the office. That is why this research is possible to conduct.

However, Her English speaking performance remains good. She can speak English fluently. It is shown when she was doing a task from the office to be an instructor of English language for Police freshmen. She can speak English fluently while presenting the material to the learners very well. Therefore, the researcher was curious to find out her strategy in maintaining her English speaking fluency.

Learning strategies are steps taken by learners to enhance their own learning (Oxford, 1990, p. 1). Seeking out conversation partners, asking for correction, and practicing out loud are some examples of learning strategies used by learners to develop speaking skills. Language learning strategies constitute a useful tool kit for active and conscious learning, and these strategies pave the way toward greater language learning proficiency (Dörnyei, 2005). In addition, Oxford (1990, p. 8) also states that the use of appropriate language learning strategies is a major contribution for development of communicative competence.

In other words, if language learnig strategies are not applied appropiately, it will not contributet the improvement of the speaker's or learner's communicative competent. Thus, learning strategies are among the main factors that help to determine how, and how well learners learn a foreign language.

It was also discovered that each learners from different levels uses different language learning strategies which they considered helpful to them. In accordance with this, Ellis (1986, p. 183) claims that the proficiency level of the learner influences his choice of strategy. Some of the learners confirmed that their strategies give greater impact toward their learning process.

Meanwhile, there were also several learners who thought that their strategies only gave a small contribution; hence their learning may not have improved significantly. A study by O"Malley and Chamot (1990) reveals that more effective (higher proficiency) learners generally use a greater variety of strategies and use them in ways that help the learners complete language tasks more successfully; conversely, less effective (low proficiency) learners not only have fewer strategies but also frequently use strategies that are inappropriate to the task or that do not lead to successful task completion. Studies by O"Malley and Chamot (1989) and Gu and Johnson (1996) (cited in Cabaysa & Baetiong, 2010 p. 24) also prove that successful learners made use of combinations of strategies.

This is supported by a study conducted by Gharbavi and Mousavi (2012) that shows the higher the level the learners are at, the greater the number of strategies they use. Hence, this present study was undertaken to further explore the language learning strategies used by learners with good speaking performances in developing her speaking skills. It is expected that knowing more about the language learning strategies will enable both teachers and learners to find better solutions for the problem the learners have in developing their speaking skills.

Nevertheless, aside from the importance of learning strategy, it is necessary to explore what learning strategies were employed by her. Based on many previous studies, it was shown that learners do not employ as many

strategies as they could do to support their learning. It is still doubtful that the learners are aware and understand about learning strategy. Furthermore, about the learners employ good language learning strategies is also questioning.

RESEARCH DESIGN

To conduct a research, an appropriate research method is required. As Merriam (2009: 265) stated, "A qualitative research proposal, whether it's a full chapter of a prospective dissertation or an abbreviated methods section of a proposal, must explain the design of the study, how a sample will be selected, how data are to be collected and analyzed, and how trustworthiness will be ensured". Finding the unusual phenomenon in a particular group makes this study having a unique problem which put it into a case study. "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 2008: 18) cited in Merriam (2009: 40).

In addition, according to Creswell (2012: 465), "A case study is an important type of ethnography, although it differs from ethnography in several important ways." As a conclusion, a case study is a study which has to focus on a particular investigation of

DATA COLLECTION

The data instruments will be used in this research are direct interview. Interview is used to get the dept information about learners's language learning strategies. According to Given (2008: 470), interviewing is conversational practice where knowledge is produce through the interaction between an interviewer and interviewee. The interview will be done by using semi-structured interview, which there is a set of predetermined questions to briefly guide the conversation. The reason of using semi-structured interview in this research design is because the questions can be prepared ahead of time and used as the data collection for a study. Moreover, the purpose

the specific unit. This kind of research design is believed to be the appropriate design for this study related to the problem stated on the background.

SUBJECT OF RESEARCH

Participant is one of the important elements of conducting a research. This research will investigate an alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University who has working at Public Relations Division at Polda Kalbar. The reason of choosing this learners is because she has working for along time at that position and rarely using English as her daily communication. She has showed that She is able to:

a. produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
b. produce fluent speech at different rates of delivery.
c. produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
d. use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings

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of using unstructured interview as the instrument for collecting the data is to avoid the rigidity during interview and get realistic data. Before the start of the interview, the writer will draw up a checklist that identifies practical preparations such as scheduling the right time and location for doing interview, and organizing around a set of predetermined questions. Even though it is still using a set of predetermined question, the questions might be emerged from the dialogue.

The set of predetermined questions in the interview will include Mrs. A's opinion about:

1. Her job in public relation division at Polda Kalbar

2. The achievements of the work related to his good speaking.
3. Her activities to maintain her speaking skills.

All of those points are the information needed in the interview. The question, of course, will flow naturally based on the points stated and information stated on the diary. Then, after collecting all of the required information through diary and interview, the writer will try to mismatch the data and the theory of language learning strategies proposed by O'Malley.

DATA ANALYSIS

The data of this research will be taken from direct interview as the supported instrument for this method. Trancript of the interviewed that has been made by the participant will be noted in the result. The reasearcher then will see how the participant tries to improve his speaking skill through the strategies she stated from that interviewed and sort the strategies she used based on her strategies.

RESEARCH FINDINGS AND DISCUSSION

In this chapter present the research findings and discussion of the research. The purpose is to answer the research problem in the first chapter. This chapter will present the data description of learning strategies used by the Alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University. The findings are gained from the result of interview to the subject of the research about the learning strategies. The followings are the description of the findings and the discussion.

RESEARCH FINDINGS

Learning Strategies used by the Alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University is Socio affective strategies they include:

a. Cooperation,

Cooperation covers the following activities, such as practising giving an order. In her daily activities she always does a task to her daughter to practice some offering in English just for remembering the use of expressions in giving an order or giving an instruction.

b. Questioning for clarification,

Sing English songs is the strategy that used by her to improve her speaking ability. She is sing English song to explore a lot of useful vocabulary, phrases and expressions. The lyrics of the songs are contain various kinds of vocabulary, especially thhe daily use of English. The language used in songs is casual and actually usable, and she likes to sing Pop music as her songs.

From singing English songs she can get many of the words and sound patterns within the songs. Therefore, it makes her easier to remember the words and to use them. Besides, the song can make her enjoy learnig the words and unconsiously. singing the song she memorize the vocabulary and phrases easily.

More over, learning through listening and singing the songs should not depend on the time and place. She can play the music and sing anywhere and anytime she can manage. Songs not only aas her English learning facilities but also entertainment.

c. Emphatizing with others,

Exploring a book is one of media that she choosed to improve her speaking ability. She explored what is the contents of the book and started to identify new words, vocabulary, idioms in romantic novel. Before reading, she use prior knowledge to think about the topic so she can tell the topic to her friend. Then, she share the interesting topic to her partner by doing a converstion. She can predict about the probable meaning of the text and try to repeated it by words and sentence so she can improve her mind what is the meaning of the sentence she has read. She previews the text by skimming and scanning to get a sense of the overall meaning also used by her to added her knowledge. During reading, she monitors understanding by questioning, thinking about, and reflecting on the ideas and

information and she use the information by speaking to others, discuses it with friends and tell the information to her family. Watching western movies,

The results indicated that the majority of the learner agreed that the integration of movies in their English language learner can help them improve their language skills. the learner acknowledged that besides improving listening and speaking skills, watching movies in English provided them a wealth of knowledge on slang, accents and cross-cultural information. Knee (2001) argues that movies can be integrated into English lessons to foster not only the linguistic competence, but also the interactional competence of the learners .

Movie is an integral part of learner's lives so it makes perfect sense to bring her into the language skill. movies, as a motivator, also makes the effort of developing language skills more entertaining and enjoyable. Using movies is that it provides a source of authentic and varied language. Movies provides learners with examples of English used in 'real' situations, particularly interactive language – the language of real-life conversation. Movies exposes her to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only movies can provide learners with this real-life language input.

The visuality of movie makes it an invaluable language learninng tool, enabling learners to understand more by interpreting the language in a full visual context. Movies assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

Movies can bring variety and flexibility to the speaking skills by extending the range of speaking techniques and resources, helping her to develop all four communicative skills. For example, a whole movies or sequence can be used to practise

listening and reading, and as a model for speaking and writing. movies can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. It is also possible to bring further variety to the speaking by screening different types of movies: feature-length movies , short sequences of movies, short movies, and adverts. From watching movies, she has a story with her daughter about the movies and she always learn the daughter by getting the important information from the movies such as the character of the actor/actress, the setting of the movies, and the value from the movies.

DISCUSSION

Based on the research findings, the researcher discusses the finding of research. The discussion contains of learning strategies used by the Alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University to improve and maintain her English ability especially in speaking. In the discussion section, the researcher tried to make description of the research finding with relevant theory by O'Malley and Chamot.

The result revealed that Alumnus of English Education Study Program of Teacher Training and Education Faculty Tanjungpura University has a typical way to learn to speak by applying their learning strategies. In general, she used Socio Affective strategies in maintaining her English speaking ability. According to O'Malley and Chamot (1990:44-45) there are three strategies that can be applied by the learners to learn language they are metacognitive strategies, cognitive strategies and socio affective strategies. However, the case of this subject of this research she only applies the socio affective strategies while the rest are neglected. It is because she is not a formal students anymore. Instead, she is only an independent learner in her efforts to maintain her English speaking ability while being in the scarce English speaking exposure.

CONCLUSION AND SUGGESTION

Conclusion,

Based on the first objective of the research was to identify the strategies are employed by learners in enhancing their speaking skills, the researcher concludes that the primary strategies most frequently used by the learners were Socio Affective strategies divided by O'Malley and Chamot into three sets of strategies. The first, Cooperation, in her daily activities the learner in her daily activity do a task with her daughter some offering orders in English., The second, Questioning for clarification, singing an English songs.

The learners commonly use song and lyrics connected in her learning. The third, Emphatizing with others, strategies used by the learners are exploring a book. The learner tends to plan, organize and set the goals of their learning by exploring the contents of the books and divided into several parts of learning such as collected new vocabulary, new idioms, new sentences and use it to her speaking with her relation. And last the learners watches western movies. In this strategy, the learners use her visual from watching movies. She focuses on conversation that occured from the movies.

Suggestion,

Being alumni English Education Study Program of Teacher Training and Education Faculty Tanjungpura University, it is suggested to keep maintaining their English language skills, especially speaking. Eventhough their job is not directly demanded the use of English. There are several many learning strategies that they can choose to maintain their English they are Metacognitive strategies, Cognitive strategies and Socio affective strategies. However, the socio affective should be the most suitable strategy practiced by the alumni.

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