

**THE RELATIONSHIP BETWEEN LANGUAGE LEARNING
STRATEGIES AND ENGLISH SPEAKING PERFORMANCE OF THE
SECOND SEMESTER STUDENTS IN ACADEMY OF MEDICAL
RECORD AND HEALTH INFORMATION AT WIDYA DHARMA
PAEMBANG**

A thesis by

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English Education Study Program

Language and Arts Education Department



Faculty of Teacher Training and Education

Sriwijaya University

Palembang

2020

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2020**

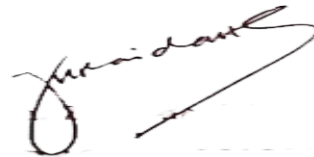
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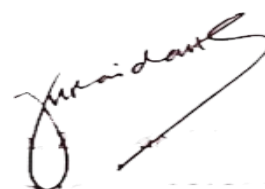
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DECLARATION

I, the undersigned

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Certified that Thesis entitle “The Relationship between Language Learning Strategies and English Speaking Performance” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules as governed by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the legal route if I am found to have plagiarized this work.

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I sincerely dedicated this thesis for:

Myself and my beloved family

Motto:

“NOTHING TO LOSE”

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Palembang, 2020

The Writer,



Alfazza Marsalma

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**THE RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES AND
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ABSTRACT

Students often deal with various inconvenient problems when they are in higher education such as a university. The problems that face are the right learning strategies they applied to get high English speaking proficiency in the academic field. In relation to this, the writer conducted the research study to find out the relationship between language learning strategies and speaking of the second semester students in Academy of Medical Record and Health information at Widya Dharma Palembang. The number of the sample and population was 93 students from the second semester students in Academy of Medical Record and Health information at Widya Dharma Palembang with the purposive sampling. The instrument used in this study was the Strategy Inventory of Language Learning Strategy (SILL) and Speaking Test which analyzed by using Pearson Product-Moment Correlation in SPSS 25. The findings showed that there was no significant correlation between the variables. However, in dimension of language learning strategies indicated that there was significant correlation between Social and Affective strategies to the total of Speaking Performance. The result showed for Affective strategy the p- value is 0.041 with r-obtain 0.216, and for Social the result showed the p-value is 0.038 with r-obtain 0.219

Keywords: *Relationship, Language Learning Strategies, Speaking Performance*

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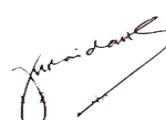
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CHAPTER I INTRODUCTION

This chapter presents (1) background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background of the Study

Health students sometimes face various inconvenient problems when they are in higher education like just an educational institution. The problems that are encountered by the students can be in academic's issue and learning difficulties. In this case English speaking is very necessary for health students because students do not realize the importance of speaking competence they are still focused on achieving written grades. It is difficult to prove to students the important value of English speaking for the improvement of the main competencies in health student, one of which is the English communication. In this study, the writer is focusing to investigate speaking skills that often to make students encounter language learning difficulties.

English as international language becomes one of the requirements for health students zto promoted to work outside or at least work in international hospitals. Their competence in speaking English will help them work out. Currently, Indonesia as part of ASEAN countries is in the era of the ASEAN Economic Community (AEC). The AEC is a pillar in the ASEAN Community that is most relevant for foreign investors who are interested in establishing operations and trading in the ASEAN region. The AEC is ultimately designed to create a single market and production base within ASEAN. The AEC will allow the free movement of goods, investment, services and skilled labor including the field of health. To welcome and anticipate global developments, there is a revision in the Ners curriculum, but the ability of English as an international language, both spoken and written by health students, has generally not been prioritized. Take a health student in this example health students have very limited English skills. The learning system at the tertiary level still refers to classical learning where grammar or

structure is the key to understanding language. In addition, the learning system is still emphasized on achieving high grades so that learning becomes boring. According to Richards & Rodgers (2008) states that foreign language learners mean the tedious experience of memorizing a long list of useless vocabulary and grammatical rules and attempts to make a perfect translation of formal prose or literature. Brown (2008) states that Learning English in tertiary institutions should not only pursue value targets or certificate but able to encourage students to have technical abilities (hard skills) with respect to their field of knowledge and non-technical (soft skill) which is they need in the world of work or social life. However, in fact, most of the learning processes and evaluations carried out by lecturers currently emphasize the achievement of technical competence or hard skill achievement, and do not pay attention to the achievement of non-technical competencies or soft skills, It is means the ability of speaking in active instead of passive English.

According to Selinker (2001), speaking is considered one of the most difficult skills in foreign language learning. As one of the important skills, speaking is the foundation to hone proficiency in learning other languages. Basically speaking is a part that is ingrained in everyday life, so that humans consider speaking to be ordinary and simple, and forget the human struggle to go through the process and reach the ability to speak. Therefore they must learn how to do it again in a foreign language (Thornbury, 2005).

Richards (2002) emphasizes some of the problems faced by students who are not good at learning English as a foreign language. First, students cannot interact verbally well in a long context and cannot be spontaneously. Second, when communicating, misunderstandings often occur and it is difficult to grasp the meaning. Third, when interacting students do not have a lot of vocabulary in general terms. Fourth, students' inability to choose a good speaking learning strategy. Fifth, students are very slow and faltering in speaking or not fluent in making up words. Sixth, in the teaching process students are not able to actively participate in foreign language conversations. Seventh, their English sounded very stiff, made up and sounded unnatural.

English students claim to understand English but don't have the courage to join the conversation. that is because, students are accustomed to translating their native language into English one by one, Speakers look for certain words, instead of looking for simple language to describe something, this happens because of fear of being wrong or nervous, then there is no opportunity to practice speaking English inside and outside the classroom. Students also have lacking in courage to talk with classmates, because there is a mixture of adults. When facing an exam, students learn grammar and vocabulary. In fact, in the teaching and learning process, sometimes the teacher does not apply the right language learning strategy and not as match as it portion.

In order to develop speaking skills, students must apply language learning strategies. In this case, Anderson (2003) asserts that the relationship between learning strategies and the level of students' speaking proficiency is very clearly influential. When students use many larger learning strategies, they will be more proficient. This is as same as Hismanoglu (2000), that language learners who tend to apply a lot of more intense language learning strategies can make students become a high proficient speakers of English. After knowing that language learning strategies can improve English speaking skills, Chamot (2004) said that learning strategies play an important role in the effectiveness of helping students who are less capable in improving their speaking performance.

Language learning strategies should be applied to achieve the target or used to accomplishing the language learning problems (Park 2010). In other words, it can be said that the learning strategy can be used to solve students' problems in speaking English. According to Oxford (1990) language learning strategies are defined as steps taken by students to improve their own learning. According to Chamot (2005), studying learners' language learning strategies is considered the best way to disclose the language learning process. Environmental strategies can be done inside or outside the classroom based on the students themselves. Oxford (1990) classifies language learning strategies into direct and indirect strategies.

Direct strategies includes; memory, cognitive and compensation. Memory strategies are techniques to help learners store new information in memory and

retrieve it later. Cognitive strategies involve manipulation or transformation of the language in some direct way such as note taking. Compensation strategies are behaviors used to compensate for missing knowledge. Compensation strategies are used while speaking; however communication can occur in other language skill areas. They continue and elaborate on indirect strategies includes meta-cognitive, affective and social; Meta-cognitive or beyond the cognitive strategies are used to provide control over the learning process. Affective strategies are techniques to gain better control over their emotions. Social strategies are actions involving other people in the language learning process such as questioning. The category of direct strategies consist of memory strategies, cognitive strategies and compensation strategies and indirect strategies consist of metacognitive strategies, affective strategies and social strategies.

In addition, Clouston (1997) summarizes some basic characteristics in the generally accepted view language learning strategies. Firstly, language learning strategies enhance language learning and help develop the learner's skills in listening, speaking, reading, or writing the second language. Secondly, the main goal of language learning strategies is to affect the way in which the learner selects, acquires, organize or integrates new knowledge. (Oxford, 1990) adds that learning strategies help improve learners' proficiency and build their greater self-confidence. Hariswan (2011) states that what really influences english proficiency is language learning strategy, therefore, benefit greatly from training in the use of all learning strategies, teacher will also need to offer their students a great deal of guidance in order to help them experiment with these new strategies and decide on the types of strategies that suit them.

According to the constitution of Republic Indonesia regarding to curriculum in UU No. 12 of 2012 article 35 paragraph (3) as a compulsory subject, namely Religion, Pancasila, Citizenship, and Indonesian. In order to improve learning outcomes, the MKDU (Mata Kuliah Dasar Umum) is supplemented by English, Entrepreneurship, and courses that encourage the development of other characters, both integrated and individual. Listed in one of Widya Dharma's missions that Develop and enhance cooperation with institutions / organizations at local level and

abroad as well as in one of its competencies that is to be able to use language especially speaking English actively to face the globalization (the construction of a representative language laboratory and the utilization of the Widya Dharma English Club (WDEC) institute.

It is also well known that the majority of the tools and facilities regarding to the medical record major are standardized using English as the instruction. Ratini (2012) stated that In the era of globalization, there are many local hospitals that are internationally standardized and internationally accredited (JCI), therefore it is important for students in the major to be able to understand English spoken and writing. Effective use of learning strategies is believed by many in the field of language acquisition and pedagogy to be one of the most important skills that students need to master in order to achieve success in language learning. Learning strategies are important to language learning because they enhance students' own learning, and students use them for active, self-directed involvement that is essential for developing communicative competence (Oxford, 1990).

Based on the discussion above, the writer conducted a study entitled “The Relationship between Language Learning Strategies and English Speaking Performance of the Second Semester Students in Academy of Medical Record and Health Information at Widya Dharma Palembang.” to see the relationship among these the variables. The reason why the researcher chose the second students in the Academy of Medical Record and Health Information at Widya Dharma were that the participants of the study learned an English conversation class in the first and second semester, every month and even semester, there be an oral question and answer evaluation in English, then they made presentations in English in ICD lessons, there are field work practices abroad, first and second semester are required to join the Widya Dharma English Club where you have to interact with English , and listed in mission point fourth "to develop and enhance cooperation with institutions / organizations in the local and abroad level. They had already finished four subjects of English language skills (listening, speaking, reading, and writing) which had been learned in their previous semester

1.2 The Problem of the Study

The problem of the study was "was there any significant correlation between Language Learning Strategies and English speaking performance of the Second Semester Students in Academy of Medical Record and Health Information at Widya Dharma Palembang?".

1.3 The Objective of the Study

The objective of the study was to find out whether or not there was a significant correlation between Language Learning Strategy and English speaking performance of the Second Semester Students in Academy of Medical Record and Health Information at Widya Dharma Palembang.

1.4 Significance of the Study

This study was to find out the relationship between language learning strategy and English speaking performance of the second semester students in academy of Medical Record and Health Information at Widya Dharma Palembang and. It is hoped that the study can add the sources of the relationship between language learning strategy and English speaking performance. And to provide the next researchers with information because there are still very few sources about the relationship between language learning strategies and English speaking performance. Therefore, from the findings of the study, the next researchers can reflect the missing part on this study and later can fill in the gaps. Next, hopefully this study will be useful for the next researcher and to help teacher on teaching & learning in the class who involved in the study and can inspire other researchers for doing similar research.

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