

**THE DIFFERENCES IN STUDENTS' LEARNING STRATEGIES OF SPEAKING
BETWEEN *IPA* AND *IPS* STUDENTS IN THE SECOND-GRADE OF SMA WIDYA
KUTOARJO IN THE SCHOOL YEAR OF 2011/2012**

A THESIS

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Abstract

The aim of this research is to describe the differences of students' learning strategies in speaking between *IPA* and *IPS* students' of the second-grade SMA Widya Kutoarjo in the school year of 2011/2012 or not. The type of this research is descriptive quantitative research. The population is 52 students which consist of *IPA* (24) and *IPS* (28). The sample sampling technique used in the research is saturated sampling. The instruments of this research used learning strategies based on the questionnaire. The main results of this research were learning strategies used by the students of SMA Widya Kutoarjo for *IPA* students are 1 student (4.16%) used memory strategy, 9 students (37.5%) used cognitive strategy, 2 students (8.33%) used compensation strategy, 2 students (8.33%) used metacognitive strategy, 6 students used affective strategy (25%), and 4 students used social strategy (16.66%). The dominant strategy is cognitive strategy. Meanwhile, for *IPS* students there is 1 student (3.57%) used memory strategy, 2 students (7.14%) used cognitive strategy, 11 students (39.28%) used compensation strategy, 2 students (7.14%) used meta-cognitive strategy, 4 students used affective strategy (14.28%), and 8 students used social strategy (28.57%). The dominant strategy is compensation strategy. Based on the result findings, it can be shown that the differences in learning strategies of speaking skill between *IPA* students and *IPS* students in the second-grade of SMA Widya Kutoarjo is *IPA* students used cognitive strategy in their speaking and *IPS* students used compensation strategy in their speaking.

(Keywords: differences, learning strategies, speaking)

A. Introduction

Language is a means of communication that is very useful in daily life. It is a means of communicating or expressing ideas, opinions, thoughts, and feelings. English is an international language, which grows rapidly nowadays because of the globalization effect on the information era. English is the most widely used language by people in the world in both oral and written communication. So that it keeps holding an important role to many purposes

which have been done in daily life such as in communication in seminar, conversation, diplomatic relations, English courses, business, public, interview, phone conversations, newspaper and so on. Speaking is a communication skill that enables a person to verbalize thoughts and ideas. Nunan (1991: 51) states that mastery of the art of speaking is an important aspect in learning a second and foreign language. The researcher used learning strategies based on the questionnaire. The reason why the researcher used learning strategy is to study further about the importance of learning strategy in speaking, when it is proved that the use of speaking strategy gives the positive and significant relationship with the students' speaking skill, lecturer and the teacher can teach speaking to their students using different method according to their study program, and for other language researchers to conduct the same research concerning speaking strategies.

B. Method

The design of the research is using a descriptive quantitative. This research was conducted at SMA Widya Kutoarjo. The time schedules are on Saturday, 27 October 2012 and Saturday, 10 November 2012. The population is 52 students which consist of IPA and IPS. The sample sampling technique used in the research is saturated sampling. The instruments of this research used learning strategies based on the questionnaire. The method for collecting the data, the researcher used questionnaire. The instrument for collecting the data, the researcher used questionnaire. The techniques of the data analysis, the researcher used descriptive analysis, in this step the researcher classified the learning strategies used by the *IPA* and *IPS* students, make the percentage of each learning strategy, and interpret them.

C. Research Findings

The table below is the summarized scores of *IPA* and *IPS* Students Learning Strategy Based on the Questionnaire.

The table1. The Frequency Distribution of the *IPA* and *IPS* Students' Learning Strategies.

No	Learning Strategy	F		%	
		<i>IPA</i>	<i>IPS</i>	<i>IPA</i>	<i>IPS</i>
1	Memory Strategy	1	1	4.16%	3.57%
2	Cognitive Strategy	9	2	37.5%	7.14%
3	Compensation Strategy	2	11	8.33%	39.28%
4	Meta-Cognitive Strategy	2	2	8.33%	7.14%
5	Affective Strategy	6	4	25%	14.28%
6	Social Strategy	4	8	16.66%	28.57%

From the table above, it can be seen that there is for *IPA* students are 1 student (4.16%) used memory strategy, 9 students (37.5%) used cognitive strategy, 2 students (8.33%) used compensation strategy, 2 students (8.33%) used metecognitive strategy, 6 students used affective strategy (25%), and 4 students used social strategy (16.66%). The dominant strategy is cognitive strategy. Meanwhile, for *IPS* students there is 1 student (3.57%) used memory strategy, 2 students (7.14%) used cognitive strategy, 11 students (39.28%) used compensation strategy, 2 students (7.14%) used meta-cognitive strategy, 4 students used affective strategy (14.28%), and 8 students used social strategy (28.57%). The dominant strategy is compensation strategy.

D. Conclusion

Learning strategies used by the students of SMA Widya Kutoarjo for *IPS* and *IPA* students are; the most dominant learning strategies of *IPS* students used compensation strategy in their speaking (39.28%).

Meanwhile, the most dominant learning strategies of *IPA* students used cognitive strategy in their speaking (37.5%). The differences of learning strategies According to the finding of the research, it can be concluded that there is a difference of learning strategies between *IPS* and *IPA* students of the second-grade in SMA Widya Kutoarjo, most *IPS* students used compensation strategy in their speaking. Therefore, most *IPA* students used cognitive strategy in their speaking.

E. References

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