DEVELOPING PUPILS SPEAKING SKILL THROUGH STRATEGIES.

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Annotation: *This article shows the strategies in developing speaking skill such as meta-cognitive strategies, cognitive strategies, socio-affective strategies.*

Key words: *speaking skills, development, meta-cognitive strategies, cognitive strategies, socio-affective strategies*

According to Bailey and Savege, "speaking in a second or foreign language has often been viewed as the most demanding of the four skills". The purpose of speaking is for communication. Communication can function not only as tool of interaction with other people but also media to solve all problems faced by them. Speaking naturally is designed to do just that: teach students how to perform certain language functions in English by presenting the social rules for language use. Speaking is no doubt the hardest skill to understand. For example, many adult Japanese speakers cannot hear the distinction between /r/ and /l/ sounds in English despite years of school education or immigration to an English speaking country. As a skill, Speaking has many strategies to be developed. According to Harmer "One skill cannot be performed without another, it is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading". Learning English speaking is interesting to study. Speaking is the skill that the students will be judged upon most in real-life situation, it is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. In addition, English has increasingly the medium in every domain of communication in globalization era. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to meet the demands of global economics and to cope with the growing local, national and international demands for English skills.

It is about learning strategies in speaking which deals with O'Malley et al theory including meta-cognitive strategies, cognitive strategies, and socio-affective strategies.

Meta-cognitive strategies First, meta-cognitive strategies refer to a term used in information processing theory to indicate an "executive" function that is the strategies which involve planning for learning, thinking, about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. In here, the writer discussed the strategies which were used by the students based on the research findings in meta-cognitive strategies.
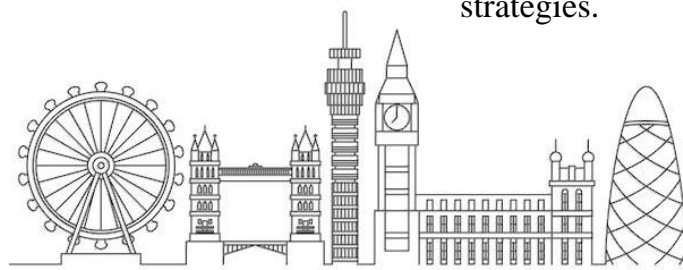
The first strategy is advance organizers. According to the result from the interview and the observation, the students applied the advance organizers learning strategy in mastering their speaking skill by making a concept before they present their speech. That concept helped students in order to make them ready in learning speaking, especially to speak fluently.

The second strategy is directed attention. The result of the classroom observation showed that, although the students not always concentrate on the lecturer's explanation but they always focus on the materials which are derived by the lecturer.

The third strategy is selective attention. In learning speaking, the students chose the topic and described it then made some concepts which include its pronunciation, intonation, and its expression use that will be presented in their conversation or speech.

The fourth strategy is self management. In this case, after knowing their skills bound, the students tried to do something that helped them to improve their speaking skill. The students did some activities such as consultation with their friends and studied from the dictionary in order to improve their speaking skill. Self management helped students to measure their ability and made them to create some activities which develop their speaking skills.

The fifth strategy is functional planning. According to the result of interview and observation, the writer concluded that students applied the functional planning learning strategy in mastering their speaking skill through prepared their self with some plans that would they do in the class of speaking.

The sixth strategy is self monitoring. In this case, the students had to understand that pronunciation, grammar, vocabulary, and expression precision are important thing in mastering speaking skill. The students did some activities which helped them to measure their accuracy in using of pronunciation, grammar, vocabulary, and expression precision by using some activities such as asking lecturer, searching in dictionary, and consulting with their friends.

The seventh strategy is delayed production. In this case, the main point of delayed production is correct or incorrect that the students did listening activities before speaking. Before doing a speech, the students prepared their self by listening first in order to help them more ready than before.

The last strategy is self evaluation. In here, the students needed to evaluate their speaking skill. They evaluated by having conversation with their friends to get some suggestion in developing their speaking skills and by listening the lecturer's advance.

Cognitive Strategies

Second, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. In here, the writer discussed the strategies which were used by the students based on the research findings in cognitive strategies.
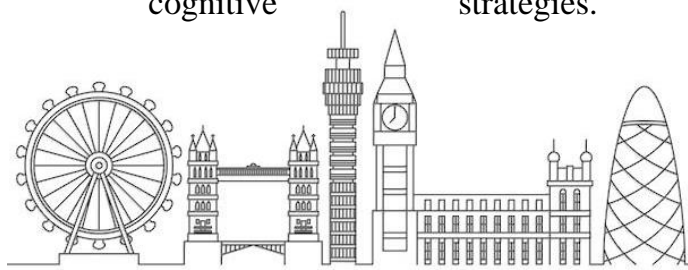
The first strategy is repetition. According to the results of interview and observation, the writer concluded that the application of the repetition learning strategy is good in improving speaking skill because the student learned the foreign language and they had to imitate the foreign language dialect in mastering their speaking skills.

The second strategy is resourcing. From the research findings, it can be showed that the students applied the resourcing learning strategy in mastering their speaking skill. It could be proven that the student A, D, and S not only depended on the material from the lecturer but also depended on the other materials, especially from internet and books although the student D did it rarely.

The third strategy is translation. In this case, the students explained about their manner in speaking. According to the results of interview and observation, the writer concluded that that the application of translation learning strategy is not good in improving speaking skill. Speaking skill will develop if the students speak in English directly.

The fourth strategy is grouping. In here, the students explained about their manner to arrange their speaking materials. Student A, D, and S preferred to group their speaking materials in order to make them easier to study.
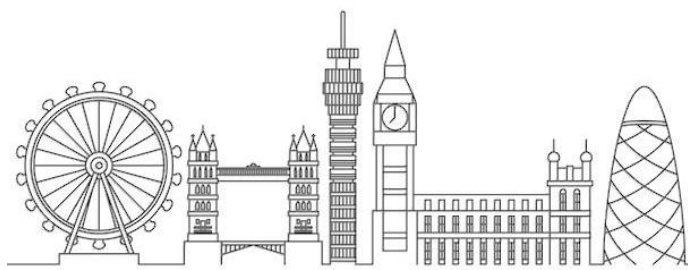
The fifth strategy is note taking. According to the results, the writer concluded that the students applied the note taking learning strategy in mastering their speaking skill by writing the points or something important about the materials and making something which helped them to understand the materials such as making a chart of concept that will be developed.

The sixth strategy is deduction. The writer concluded deduction learning strategy is useful to help the students in learning speaking because by applying the rules of grammatical language in learning speaking, the students had the guidance in speaking correctly.

The seventh strategy is recombination. In this case, the students explained about their vocabulary use in making sentences. In this research, the writer concluded that the students applied the recombination learning strategy to solve their problem about limit of vocabulary mastery.

The eighth strategy is imagery. According to the results, the writers concluded that, imagery learning strategy helped the students in combining the students' concept to learn the speaking materials.

The ninth strategy is auditory representation. In here, the students explained their effort in remembering the sound of words that they learned. The students had different manner in adding their vocabulary. Based on the results, the writer concluded that auditory representation helped students in adding vocabulary in mastering speaking skills.

The tenth strategy is key word. In this case, the main point of key word is remembering a new word in the second language by identifying a familiar word in the first language that sounds like or otherwise resembles the new word. According to the results, the writer concluded that key word learning strategy helped students in adding their vocabulary to support them in mastering speaking skill. Socio-affective Strategies.

In here, the writer discussed the strategies which were used by the students based on the research findings in socio-affective strategies.

The first strategy is cooperation. In here, the main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking ability. According to the results, the students really want to practice their speaking with the others, but there was little chance only to speak English each others. Then, they preferred to practice their speaking by social media such as facebook and video call.

The last strategy in socio-affective strategies is question for clarification. According to results of interview and observation, student A active to ask about the speaking materials to the lecturer in the classroom, while the student D and S preferred to ask about materials that they did not understand to their friends. Based on the result above, the writer concluded that question for clarification learning strategy is appropriate to help students in clarifying the speaking materials that they do not understand.

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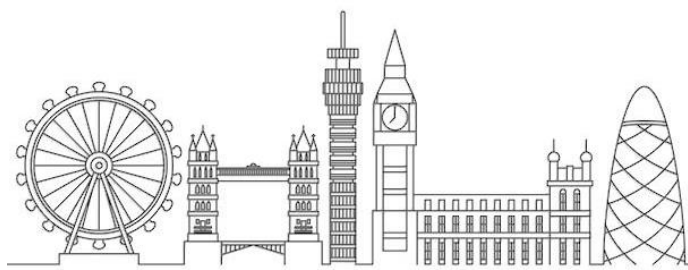
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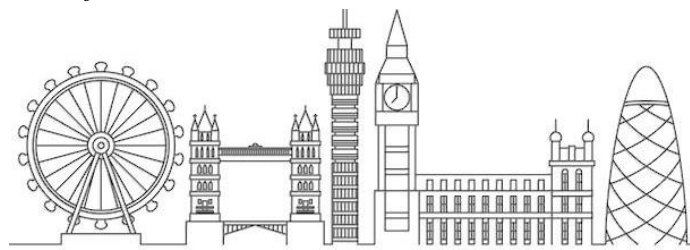
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