

**STRATEGIES FOR DEVELOPING SPEAKING SKILL USED
BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT:
A CASE STUDY**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department

by

AGUNG DARWANTO

A 320 100 242

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2014

APPROVAL PAGE

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AGUNG DARWANTO
A 320 100 242

Approved by

The First Consultant



Agus Wijayanto, Ph. D.
NIK. 978

The Second Consultant



Mauliy Halwat Hikmat, Ph. D.
NIK. 727

ACCEPTANCE

STRATEGIES FOR DEVELOPING SPEAKING SKILLS USED BY STUDENTS
OF ENGLISH EDUCATION DEPARTMENT: A CASE STUDY

Acceptance by the Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on February, 2014

The Board of Examiners:

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Chair Person
2. Mauliy Halwat Hikmat, Ph. D.
Secretary
3. Dr. Anam Sutopo, M. Hum.
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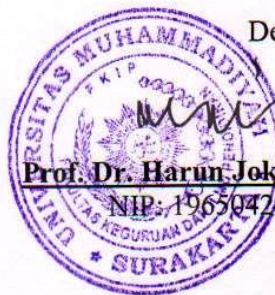
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(.....)

School of Teacher Training and Education

Dean



Prof. Dr. Harun Joko Pravitno, M. Hum.

NIP. 19650428 199303 1001

TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been conducted in obtaining bachelor degree of a university, and also there are no masterpiece which have been written or published by the others, except those which the writing are referred in the manuscript and mentioned in literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this tetimony, I will be fully responsible.

Surakarta, February 2014

The writer



AGUNG DARWANTO
A320100242

MOTTO

Remember your God when you were in spaciousness, certainly He will remember you in your difficulty.

Kenali Tuhanmu ketika lapang, niscaya Dia akan mengingatmu di kala sulit.

(HR. Ahmad)

Success is going from failure to failure without a loss of enthusiasm.

Sukses adalah perjalanan dari kegagalan ke kegagalan tanpa kehilangan antusiasme.

(Winston Churchill)

If you want to get something done, start.

Jika anda menginginkan sesuatu terjadi, mulailah.

(Victor Srivani)

DEDICATION

This research is dedicated to:

1. Allah SWT.
2. My beloved parents (Mr. Nyamin and Mrs. Sugiharti), for their sacrifice and prayer while bringing me up.
3. My beloved brothers (M' Joko, M' Mardi) and my lovely sister (M' Pur, M' Mul, and M' Dewi).
4. My nephew (Yogi, Seva, Hanif, and Iyus) and my niece (Nisa, Nana, Ambar, and Salsa).
5. My consultants (Mr. Agus Wijayanto and Mrs. Maully Halwat Hikmat).
6. My best Friends who always help me and give me the spirit.
7. All of friends in English Education Department of UMS.

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11. English Education Department '10,
12. The last is everyone who cannot be mentioned one by one who supports him to reach her dreams.

Finally, this research paper is far being perfect. Therefore, the writer would gladly receive for revision, suggestion, and structural criticism in perfection of this work. Hopefully, this research paper will be useful for the reader and the other researchers.

Wassalamualaikum Warahmatullahi Wabarakatuh

Surakarta, February, 2014



AGUNG DARWANTO

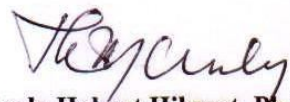
SUMMARY

AGUNG DARWANTO, A 320 100 242, STRATEGIES FOR DEVELOPING SPEAKING SKILL USED BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT: A CASE STUDY, RESEARCH PAPER, MUHAMMADIYAH UNIVERSITY OF SURAKARTA, 2014

This study investigates strategies for developing speaking skill used by students of English Education Department of Muhammadiyah University of Surakarta. The purpose of this study is to describe the strategies in developing speaking skill. Type of the research conducted by the writer is case study. In this research, the object of the research is strategies for developing speaking skills which are used by 3 students of third semester of English Education Department of UMS. The data of this research are elicited by field note and interview. The data include the students' attitude in learning English speaking skill, their behaviors toward English speaking skill, and their habits of using the strategies in learning English especially to master speaking skill. The result of this research shows that the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. In meta-cognitive strategies, the students use seven to eight strategies, namely: advance organizer, selective attention, self management, functional planning, self monitoring, and self evaluation. In cognitive strategies, the students used twelve to fourteen strategies, namely: repetition, resourcing, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, and inferencing. And in socio-affective strategies, the students used two strategies, namely: cooperation and question for clarification.

Keywords: Speaking skills, Development, Meta-cognitive strategies, Cognitive strategies, Socio-affective strategies

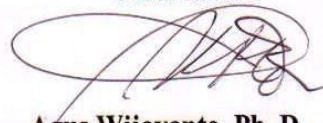
Consultant II



Mauliy Halwat Hikmat, Ph.D.

NIK. 727

Consultant I



Agus Wijavanto, Ph. D.

NIK. 978

Dean



Prof. Dr. Harun Joko Pravitno, M. Hum.

NIP: 19650428 199303 1001

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