AN ANALYSIS OF
GIFTED STUDENTS' SPEAKING LEARNING STRATEGIES
IN ENGLISH DEPARTMENT OF IAIN PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies (IAIN)Padangsidimpuan
as a Partial Fulfillment of the Requirement for Degree of Education (S.Pd.)
in English Program

Written By :

SAKINAH MULIANA HASIBUAN
Reg. Num. 14 203 00128

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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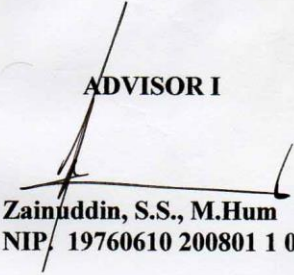   Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Sakinah Muliana Hasibuan**, entitled **"An Analysis of Gifted Students' Speaking Learning Strategies in English Department of IAIN Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd.) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.
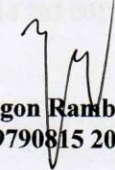
Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum wr.wb.

ADVISOR I   **ADVISOR II**

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DECLARATION LETTER OF WRITING OWN THESIS

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verses 2.

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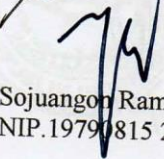
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LEGALIZATION

Thesis : An Analysis of Gifted Students' Speaking Learning Strategies in English Department of IAIN Padangsidimpuan

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The thesis had been accepted as a partial fulfillment of the requirement for Graduate Degree of Education (S.Pd.) .

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بِسْــــمِ اللّٰهِ الرَّحْمٰنِ الرَّحِـــــيْمِ

Alhamdulillah, Praised be to Allah swt, the most Creator and Merciful Who has given both patience and happiness to thank Him. Besides, peace and greeting be upon to the prophet Muhammad saw that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   July 2018
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ABSTRACT

This research was intended to analyze the gifted students' speaking learning strategies in English Department of IAIN Padangsidimpuan.

The research was a qualitative approach and it was a case study. The informants were gifted students in English Department of IAIN Padangsidimpuan. The gifted students were fourth semester, sixth semester and eight semester. The data were collected through questionnaire based on Strategy Inventory for Language Learning (SILL) version 7.0 developed by Oxford (1990) and interview guidance by Naiman (1996) about speaking learning strategies proposed Oxford (1990) that had been validated.

The finding showed that all the speaking learning strategies from the package were used by the gifted students of English Department at IAIN Padangsidimpuan, but the variety of the use was different. It suggests the existence of persona; references among the students in term of belief upon which they think their speaking learning strategies will be successful.

The gifted students have their own strategies in learning speaking. The ways and the steps are different. All the strategies were used by the gifted students, but the variety of the use was different. The situation upon which the gifted students learned speaking to make their learning successful revealed high variety. The places where the gifted students learned speaking English were in formal situation (classroom, TOEFL class and debate club) and informal situation (bedroom and everywhere).

The gifted students' dominant used of learning strategy for speaking were the dominant used by the gifted students for speaking were memory strategies (100%), compensation strategies (100%), meta-cognitive strategies (100%), affective strategies (100%) and social strategies (100%).

So, the findings are useful for readers to have better understanding of language learning strategy options for speaking.

Key Words *: Analysis, Gifted Student, Language Learning Strategies, Speaking*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one way to communicate that is usually used and more understandable by people. In communication, there are several importance of speaking such as exchanging information to share experiences, ideas, thought, sympathy and motivation; obligating with others; and input of learning. As a result, speaking skill is needed for humans' life and becomes an intensive focus on English language learning.

Speaking as exchanging information is used to share experience with others. Someone is going to express ideas in his/her mind in order to state his/her opinions. This activity also allows people to express their feelings to get sympathy and motivation. Through speaking, thought can be transferred to other people that can build interaction comprehensively. In addition, speaking also is an activity to deliver meaning to other people to get feedback and responses. Within speaking, communication becomes more interactive, responsive and understandable.

Speaking in social life is always present to build interaction. This is apparently proposed by living together will be better by obligating with others. Obligating with others in social interaction will be easier to get certain

purposes. In addition, Allah also remained Muhammad to communicate with good words. Allah stated in Al-baqarah verse 83 as follows.

[Arabic Qur'anic calligraphic text in symbolic font]
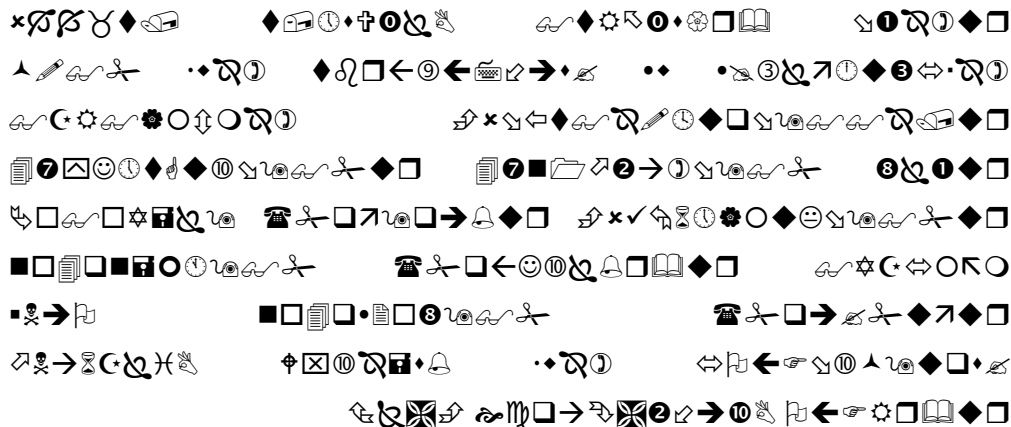
Means: (And remember) when We took a covenant from the Children of Israel, (saying): Worship none but Allah (Alone) and be dutiful and good to parents, and to kindred, and to orphans and *Al-Masakin* (the poor), and speak good to people [i.e. enjoin righteousness and forbid evil, and say the truth about Muhammad saw, and perform *As-Salat (Iqamat-as-Salat),* and give *Zakat.* Then you slid back, except a few of you, while you are backslider.[1]

From the verse above, Allah ordered to say good words to fellow human beings in communicating. Through speaking, people can tell or ask their needs to others. As a result, interaction that has been done by speaking makes works being easier and faster to overcome the social problems.

In English learning, speaking is one of the language skills in which students as target language communication tool. English in Indonesia is a foreign language where societies do not use English for communicating. So,

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[1] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Mukhsin Khan, *The Noble Qur'an English Translation of the meanings and commentary,* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 16-17

the intended skill in speaking skill is still remained on students to be achieved completely.

Based on preliminary interview with English students of IAIN Padangsidimpuan, students have many problems in English speaking. Some students owning up that they did not have desire to speak English in class. Students' interest were lost all over as a result they use mother tongue in English class and made students losing a golden opportunity following English competition, such as speech, storytelling and English debate.

On the other hand, some of students do not have strong motivation to participate in speaking class admittedly. It is because of students do not have much vocabulary as the basic need of speaking to apply their speaking. So, the participation of students in speaking class exerts an influence on upgrading their speaking skill.

Besides that, students also confessed that they do not have extensive knowledge. Students confused to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. Thus, students who do not have extensive or large knowledge will be difficult to express ideas or opinion, thoughts and so on.

Unexpectedly, students confessed that they have a low achievement in speaking class. It is also evidenced from the results of their learning in speaking. Only a few of students have a strong interest and high motivation to learn speaking.

Therefore, the entire problem above is a phenomenon that students today are not motivated to talk because they are lack involvement in the topic or in the subject. It means that they lose their opportunity to practice their speaking skill which may cause poor speaking skill.

In this case, students who are excellent in speaking called by gifted students. Gifted students have unique characteristics and have different ways if thinking and learning. This ability enables them to use language effectively in receiving, understanding and relaying information. They have high achievement in speaking and loved to speak. Interestingly, gifted students are challenging to prove their speaking skill not only for their own learning achievement but also for broader performance, including competition.

One of the most prestigious English competitions among English students is English Debate competition. This competition held by Ministry of Religion of The Republic of Indonesia which called by PIONIR (Pekan Ilmiah, Olahraga, Seni, dan Riset); (Scientific Week, Sports, Art, and Research). This competition is established once in two years since 2002 by all the Islamic state universities in Indonesia, including IAIN Padangsidimpuan.

Primarily, IAIN Padangsidimpuan sent delegation to compete for English Debate in 2010/2011 which had not been notified as good speaker. Then, in 2012/2013 the sent delegation was appreciated as runner up. Moreover, in 2014/2015, 2016/2017 and 2018/2019 the delegation was

unfortunate to increase the previous appreciation. But, one of the gifted students got best speaker of English Debating Championship. Based on this achievement, the sent delegations are considered to be strategic English speaking, beside their lucky to compete in debate competition.

For that reason, these case are interesting to do a research, researcher wants to know what are gifted students' speaking learning strategy, how do gifted students do the learning strategy for speaking and wants to know what gifted students' dominant use of learning strategy for speaking. It can help the others students to solve their problem in speaking. They can imitate the speaking learning strategy used by gifted students. Therefore, the researcher is interested in conducting this reasearch on **An Analysis of Gifted Students' Speaking Learning Strategy in English Department of IAIN Padangsidimpuan.**

B. Identification of the Problem

Here the researcher identifies the problem of the research, like:

1. Students do not have desire to practice English speaking

2. Students mostly use mother tongue in Speaking

3. Students have low motivation in English speaking

4. Students have low achievement in English speaking

C. Focus of the Research

Here the researcher focuses the research on An Analysis of Gifted Students' Speaking Learning Strategy in English Department of IAIN

Padangsidimpuan Academic Year 2018.

D. Formulation of the Problem

Based on the focus of the research above, researcher formulates the problem of the research as follows:

1. What are the gifted students' speaking learning strategies?

2. How do the gifted students do the learning strategies for speaking?

3. What is the gifted students' dominant use of learning strategies for speaking?

E. Objectives of the Research

Related to the problems, the researcher determines the writing objectives of the research as follows:

1. To know what the gifted students' speaking learning strategies.

2. To know how the gifted students do the learning strategy for speaking.

3. To know what the gifted students' dominant use of learning strategy for speaking.

F. Significances of the Research

The researcher hopes that the result of this result will be something worthwhile both theoretically and practically.

1. Theoretically

   a. The result of the research will be useful to the researcher for adding information and knowledge.

   b. The result of the research can be used as an additional reference for

those who are interested in speaking learning strategy.

c. The result of the research is expected to justify the learning strategies theories.

2. Practically

a. To give a meaningful contribution to the speaking learning strategy study, especially English Department Students at IAIN Padangsidimpuan.

b. To be useful information for English Department Students at IAIN Padangsidimpuan particularly and for all generally.

c. This study can be one of the references of their future study and as the references for their campus task.

G. Definition of Key Terms

Avoiding vagueness and misunderstandings in assuming the title of the research, then it was clarified the definition of the focuses as the key terms in title An Analysis of Gifted Students' Speaking Learning Strategy in English Department of IAIN Padangsidimpuan as in the following.

1. Gifted Students

Gifted students are students who give evidence of high achievement capacity in areas such as intellectual, creative, or in specific academic fields; in this case is speaking, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking, students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language.

3. Speaking Learning Strategy

Speaking learning strategy is as techniques, approaches or deliberate actions that students take in order to learn speaking based on students' tendency, interest and suitability. Using strategies in hope students get better English speaking.

H. Outline of the Thesis

The systematic of this research were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter consists of introduction; background of the problems, identification of the problems, focus of the problems, formulation of the problems, the objectives of the research, the significances of the research, definition of key terms and thesis outline. This research is expected to be useful at least three domains, they are for the science of education, students, and for the next researchers.

The second chapter consists of theoretical descriptions; review of related findings and conceptual frame work. Theoretical description in this research consists of description of speaking and speaking learning strategies.

The third chapter consists of the research methodology; research design, place and time of the research, informants of the research, instrument of collecting data, the techniques of data collection, techniques of data analysis and techniques to maintain the data trustworthiness.

The fourth chapter consists of research findings and discussion. This chapter consists of three sections. The first section discusses the gifted students' speaking learning strategies. The second section discusses how the gifted students do the learning strategy for speaking. The last section discusses the gifted students' dominant use of learning strategy for speaking.

Finally, in the fifth chapter consists of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Description of Gifted students

1. Definition of Gifted Students

According to Heacox, gifted students have a unique learning profile that varies significantly from average learners.[1] Gifted students often require a differentiated advanced tier of instruction because they need both severity and complexity in their learning. So, gifted students in any class have different levels of readiness, abilities, and interests. Different stimuli may be required, teaching tactics must vary because students may be motivated by different intrinsic and extrinsic rewards.

In addition, gifted students are often under pressure because of the expectations on them to perform at a superior level compared to other students. Even if they are learning a language for the first time or they may not be served adequately within the instructional environment for learning a foreign language, gifted are still often expected to exhibit greater success in the work they do.[2]

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[1] Diane Heacox, *Making differentiation a habit: how to ensure success in academically diverse classrooms,* p. 136. Accessed from http://www.cca.k12.ia.us/admin/ProfDev /TFLD.pdf on Friday 2nd 2018

[2] Clickenbeard, P. R. Unfair Expectations: A Pilot Study of Middle School Students' Comparisons of Gifted and Regular Students. *Journal for the Education of the Gifted,* vol.15, No. 1 (1991), p. 59. Accessed from http://psycnet.apa.org/record/1992-25306-001 on Friday, Nov 2nd 2018 at 10.10 am.

Thus, gifted students are students who give evidence of high achievement capacity in areas such as intellectual, creative, or in specific academic fields; in this case is speaking, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

2. Characteristics of Gifted Students

Gifted students have unique characteristics and have different ways if thinking and learning. Generally, they have a higher linguistic ability. This ability enables them to use language effectively in receiving, understanding and relaying information.[3] They are fond of language games, writing and they love to speak. They are sensitive towards structures of languages, have vast vocabularies, can spell accurately, and are able to memorize and learn foreign languages.

These characteristics affect how they learn a language. It also influence the way they overcome problems in language learning and improve their language performance. However, the characteristics cannot be generalized to all students identified as gifted students because each student has their own unique pattern of development.

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[3] Aliza, Azlina & Hamidah Yamat, *Ciri Kanak-Kanak Pintar Cerdas. In Noriah, M. I., Rosadah, A. M., & Siti Fatimah, M. Y. (Eds), PERMATApintar: Pengalaman UKM National Gifted Centre* (Universiti Kebangsaan Malaysia, 2009), p.33.

B. Description of Speaking

1. Definition of Speaking

Lexically, speaking is the use of language to say words.[4] When doing this, people use his brain and arbitrary organs to say the words or the utterance. Through the activities, the speaker's purpose is to deliver meaning to the peoples whom he/she is talking to.

Speaking a language is especially difficult for foreign language students because effective oral communication requires the ability to use the language appropriately in social interactions.[5] Where the communication is the output modality and learning is the input modality of language acquisition.[6] Thus, speaking language should be learned by students to make social interactions appropriately.

In addition, speaking is one of the main purposes of language learning in that it is an ability to transfer some ideas to other people clearly and correctly. In other words, people can communicate their ideas well to other people.[7] Communication is important. People need to talk each other, share their ideas, feeling their expressions and

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[4] University of Oxford, *Oxford Learner's Pocket Dictionary, Forth Edition* (New York: Oxford University Press, 2008), p. 426.

[5] Kang Shumin, *Methodology In Language Teaching* (USA: Cambrige University Press. 2002) , p. 204

[6] H. Douglas Brown, *Principle of Language Learning And Teaching* (New York : Prentice Hall.1980), p.210.

[7] Argawati, N. O., Improving students' speaking skill using group discussion; Experimental study on the first grade students of senior high school. *ELTIN Journal, 2(II* (2014), p. 74-81. Accessed from on https://journal.uniku.ac.id/index.php/ERJEE/article/view/337. Wednesday Nov 2nd 2017 at 10.30 am

thoughts, and they need to understand each other.

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron states that speaking is the active use of language to express meanings so that other people can make sense of them.[8] She adds that attention to precise details of language is required to speaking foreign language in order to share understandings with other people. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires.

In the meantime, Caroline defines that speaking is a basic oral communication among people in society.[9] It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior.

Another expert comes from Thornbury states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners.[10] The activities are unplanned and their continuity is based on situations.

Therefore, as a language skill, speaking becomes an important element to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions

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[8] Cameron, Lynne., *Teaching Languages to Young Learners* (Edinburg: Cambridge University Press, 2001), p. 40.

[9] Caroline, T. Linse, *Practical English Language Teaching Young Learners* (New York: Mc. Graw-Hill, 2003) p. 45.

[10] Scoot Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 20.

directly what we have in our minds.

2. Kinds of Speaking

Brown describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and

comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking.[11] Thus, the students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the

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[11] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco: Francisco State Universities, 2004) , p.271.

language appropriately.

3. Functions of Speaking

Speaking is very important, especially in daily communication. A person is recognized that he/ she are educated from the way and what he/ she are speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she are talking about.

Harmer states that through speaking, the students will understand ideas, opinions and information from other people.[12] Moreover, Brown and Yule in Richard made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.[13] Thus, speaking is a useful for students to get the point and to maintain social relations.

Richards says, "In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework: talks as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in term of function and requires different teaching approaches."[14]

a. Talk as interaction

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[12] Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2003) p. 87.

[13] Jack Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), p. 21.

[14] *Ibid.,* p.21.

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other.

Burns distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is,

talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The focuses are on both message and audience.

Speaking has its functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication.

4. **Levels of Speaking**

A level of speaking is a standard set of guidelines of speaking proficiency at numerous gradations. The ACTFL Proficiency Guidelines in Brown have come to be a widely recognized proficiency standard in language teaching circles. The current version of the guidelines is historically related what for many years was referred to as Foreign Service Institute of speaking proficiency. The levels are:

a. Novice, the novice level is characterized by the ability to communicate minimally with learned material.
b. Novice-Low, oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
c. Novice-Mid, oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased.
d. Novice-High, able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombination of their elements.

e. Intermediate, the intermediate level is characterized by the speaker's ability to: -create with the language by combining and recombining learned elements, though primarily in reactive mode; -initiate, minimally sustain, and close in a simple way basic communicative tasks; -ask answer questions.

f. Intermediate-Low, able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in highly restricted manner with much linguistic inaccuracy.

g. Intermediate-Mid, able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs.

h. Intermediate-High, able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversations with a number of strategies appropriateness to a range of circumstances and topics, but errors are evident.

i. Advanced, able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations.

j. Advanced Plus, able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support, opinions, explain in detail, and hypothesize.

k. Superior, able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease.[15]

Thus, researcher will do a research on students that has advanced plus level in speaking. The advanced plus speaking

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[15]H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy* (San Francisco: Francisco State Universities, 1994) , p.102-103.

shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies. Also differentiated vocabulary and intonation are affectively used by students to communicate fine of shades of meaning.

C. Speaking Learning Strategies

1. Definition of Speaking Learning Strategies

Language learning strategies are operations employed by the students to aid the acquisition, storage, retrieval, and use of information. This definition, while helpful, does not fully convey the excitement or richness of learning strategies.[16] It is useful to expand this definition by saying that learning strategies are specific actions taken by the students to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

On the other hand, Dobrovolny uses learning strategies to mean the techniques or devices which a learner may use to acquire knowledge.[17] Meanwhile, Anita and Joan define learning strategies as any set of operations, steps, plans, and routines, used by the learner to

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[16] Rebbeca, L. Oxford, *Language Learning Strategies; What Teacher Should Know* (Boston: Heinle and Heinle Publisher, 1990) p. 8.

[17] Dobrovolny, *Learning Strategies,* accessed from *http://www.learningcircuits.org*. retrieved on Wednesday, Nov 2nd, 2017, 03:50 am.

facilitate the obtaining, storage, retrieval, and use of information.[18] Thus, learning strategies are the techniques as any sets of operations, steps, plans used by students.

As a result, speaking learning strategies are the steps or as techniques, approaches or deliberate actions that students take in order to learn speaking and to develop speaking skills by using some strategies based on students' tendency, interest and suitability. Using strategies in hope students get better English speaking.

2. **Classification of Speaking Learning Strategies**

Oxford breaks down Language Learning Strategies into two macro-categories of direct strategies (that deal directly with the target language) and indirect strategies (that deal with the learning process and language interaction). Each of these has three micro-categories, which each have several sub-categories. The six micro categories are:

a. Direct Strategies

   1) Memory Strategies

   2) Cognitive Strategies

   3) Compensation Strategies

b. Indirect Strategies

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[18]Anita Wenden and Joan Rubin, *Learner Strategies in Language Learning* (London: Prentice Hall international, 1987) p. 23.

1) Meta-cognitive Strategies

2) Affective Strategies

3) Social Strategies[19]

To be more understandable, language learning strategies can be

seen in the following table 1.

Table 1
Language Learning Strategies for Speaking
Classified by Oxford (1990)

Strategies	Types of Language Learning Strategies	Learning Strategies for Speaking
Direct Strategies	Memory Strategy	− Creating mental linkages (Placing new words into a context) − Applying images and sounds (Representing sounds) − Reviewing well (Structured reviewing) − Employing action (Using memory strategies for retrieval is memory strategies under using mechanical techniques)
	Cognitive Strategy	− Practicing (repetition, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically) − Receiving and sending messages (Using resources for receiving and sending messages) − Analyzing and reasoning

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[19]Rebbeca, L. Oxford, *Language Learning Strategies; What Teacher Should Know,* (Boston: Heinle and Heinle Publisher, 1990) p. 14

		(Reasoning deductively, translating, transferring)
	Compensation Strategy	– Switching to the mother tongue (using the mother tongue for an expression without translating it) – Getting help (asking someone for help in a conversation by hesitating or explicitly asking for the missing expression) – Using mime or gesture – Avoiding communication partially or totally – Selecting the topic – Adjusting or approximating the message – Coining words – Using a circumlocution or synonym
Indirect Strategies	Meta-cognitive Strategy	– Centering the learning (over viewing and linking already known material, attention involves directed attention and selected attention, delaying speech production to focus listening) – Arranging and planning the learning (Finding out about language learning, Organizing, Setting goals and objectives, Identifying the purpose of a language task, Planning for a language task, Seeking practice opportunity) – Evaluating the learning (self-monitoring, self-evaluating)
	Affective Strategy	– Lowering your anxiety – Encouraging yourself – Taking your emotional temperature – Rewarding oneself for good

		performance − Using deep breathing or positive self-talk
	Social Strategy	− Asking questions to get verification − Asking for clarification − Asking for help in doing a language task − Cooperating with others, talking with a native-speaking conversation partner − Empathizing with others, exploring cultural and social norms

These strategies can be specified as follows: 1) Memory strategies for remembering and retrieving new information. 2) Cognitive strategies for understanding and producing the language. 3) Compensation strategies for using the language despite lack of knowledge. 4) Meta-cognitive strategies for coordinating the learning process. 5) Affective strategies for regulating emotions. 6) Social strategies for learning with others.[20] Accordingly, all strategies above are very useful and helpful for students to learn speaking.

Furthermore, Anita and Joan classify the language learning strategies in to several categories:

a. Cognitive Learning Strategies.

The types of this learning strategies may be vary.

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[20]*Ibid,* p. 14-15.

1) Clarification/ verification refer to those strategies which learner use to verify or clarify their understanding of the new language. In the process of creating and confirming rules, in any languages, they may seek confirmation of their understanding of the language, they may ask for validation of their production of words, phrases or sentences is consistent with the new languages.

2) Guessing/ inductive differencing refers to strategies which uses previously obtain linguistic or conceptual knowledge to derive explicit hypotheses about the linguistics form, semantic meaning or speaker intention.

3) Deductive is a problem solving strategy in which the learner looks for and use general rule in approaching the foreign or the second language.

4) Practice which refers to strategy that contribute to the storage and retrieval of language while focusing on the accuracy of usage.

5) Memorization also refers to strategies which focus on the storage and retrieval of language; therefore some of the strategies such as drill, repetition, used for practice are the

same as the memorizing strategies.

6) Monitoring refers to strategies in which the learner notice errors (both linguistics and communicative), observes how a massage is received and interpreted by the addressee, and then decides what to do about it.[21]

So, cognitive strategies consist of clarification/ verification, guessing/ inductive, deductive, practice, memorization and monitoring.

b. **Meta-cognitive Learning Strategies**

Meta-cognitive strategies are used to oversee, regulate, or self-language learning. Wended in Anita and Joan examine how learner regulate their learning by planning, monitoring and learning their learning activities.

As addition, O'Malley in Anita and Joan provide an extended list of planning strategies: self management, advance preparation, advance organizer, directed attention, selective attention, and delayed production.[22] So, meta-cognitive strategies are to examine how the students regulate their learning by planning, monitoring and learning their learning activities.

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[21] Anita Wenden and Joan Rubin, *Learner Strategies…………*p. 23.
[22] *Ibid,* p.25.

c. **Communication Strategies**

From the point of view of the learning process, communication strategies are very important because they allow the learner to remain in the conversation. By continual exposure to natural conversation learner also learn (1) through opportunity to hear more of the target language, and (2) through opportunities to produce new utterance and test their knowledge.[23] Thus, communication strategies allow the learner to remain in the conversation.

d. **Social Strategies**

Social Strategies are those activities learner engage in which afford them opportunities to exposed to practice their knowledge. In them self, they do not contribute to learn since they merely put the student in an environment where practice is possible.[24] Thus, social strategies afford them opportunities to expose to practice their knowledge.

The battery of speaking language learning strategies above is the most common strategies list used for researching language learners' strategy for learning speaking in field of language learning.

Based on classification of language learning above, researcher

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[23]*Ibid,* p. 26.
[24]*Ibid,* p. 27.

will use the theory of speaking learning strategy that proposed by Rebbeca L. Oxford.[25] They are direct strategies; memory strategies, cognitive strategies, compensation strategies, and Indirect Strategies; meta-cognitive strategies, affective strategies, social strategies.

3. **Function of Speaking Learning Strategy**

According to Oxford, the importance of LLS is because of the fact that language learning strategies help learners to develop communicative competence while the instruction of LLS by teachers can help individuals apply more effective learning strategies.[26] It means the function of speaking learning strategies as tools for active in speaking, self-directed involvement which is essential for developing communicative competence.

Therefore, good speaking learning strategy also can help students to improve student performance, especially of students who have not ability in speaking skill; increase student independence and engagement with learning; and students have more and more meaningful opportunities to practice the skills.

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[25] Rebbeca, L. Oxford, *Language Learning Strategies ......* p. 14.
[26] *Ibid,* p. 1

D. Review of Related Findings

The researcher presents the previous researcher that deal especially with the variety of the study of speaking learning strategies. The first previous research is done by Rahmadeni, et al.[27]The result on their study is students prefer to use meta-cognitive strategies as their strategy preferences in speaking English.

The second researcher is done by Melor Md Yunus, at al.[28]The result on their research is gifted students use more indirect strategies (Meta cognitive, affective, social) compared to direct strategies (memory, cognitive, compensation). The use of indirect strategy more shows that gifted students prefer strategies that is support and manage language learning strategies without (in many on stances) directly involving the target language.

The third research is done by Yohana Vita Lelita.[29] The result of her thesis is all students applied various language learning strategies in order to improve their speaking ability. Those strategies were divided into

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[27]Rahmadeni, Y., Amri, Z., & Adnan, A Junior high school sudents' learning strategies and their achievement in speaking: A case study at SMP Negeri 3 Padang Panjang. *Journal of English Language Teaching,* vol. 2, no. 1 (2013), p. 412-422. Accessed from *http://download.portalgaruda.org/article.php* on Wednesday Nov 2nd 2017 at 10.30 am.

[28] Melor Md Yunus, Nur Ainil Sulaiman and Mohammed Amin, Malaysian Gifted Students' Use of English Language Learning Strategies, *English Language Teaching,* vol. 6, No. 4, E-ISSN 1916-4750 (2013), Published by Canadian Center of Science and Education, p. 106. Accessed from *https://www.researchgate.net/publication/282781418_Malaysian_Gifted_Students%27_Use_of_Englis h_Language_Learning_Strategies.*, on Wednesday Nov 2nd 2017 at 11.45 am.

[29] Yohana Vita Lelita, A Study On Students' Learning Strategies And Self-Efficacy In Speaking I Class in ELESP of Sanata Dharma University*, (A Thesis, Universitas Sanata Dharma Yogyakarta,* (2016), p. 50-51. Accessed from https://repository.usd.ac.id/6563/2/121214081_full.pdf., on Wednesday Nov 2nd 2017 at 02.10 pm.

six groups, namely memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies. The most dominant strategy is setting speaking goal because 100% of the students applied that strategy. This strategy belongs to meta-cognitive strategies. It is the most dominant strategy because all of them had at least one speaking target and goal to achieve such as being able to speak fluently like native speakers.

The last previous research is written by Wawa Puja Prabawa.[30] In this research finding, it was found that there are some strategies used by Indonesian tertiary students when they speak English and improve their speaking ability, namely cognitive, meta-cognitive and compensation strategy. In the type of speaking strategy that mostly used by the student in terms of speaking English is compensation strategy, while cognitive strategy was indicated as the mostly speaking strategies used by the Indonesian tertiary students in improving their speaking ability.

Based on four previous researchers above, the researchers try to explore the speaking learning strategies. In other hand, five of these researches are similar research, but the results are different. Meanwhile, in this research will explore the speaking learning strategy used by gifted students in IAIN Padangsidimpuan. The researcher will identify what is

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[30] Wawa Puja Prabawa, Speaking Strategies used by Indonesian Tertiary Students. English Review, *Journal of English Education,* vol. *4,* no. 2, ISSN 2307-7554 (2016), p. 231-242. Accessed from https://journal.uniku.ac.id/index.php/ERJEE., on Wednesday Nov 2nd 2017 at08.10 pm.

gifted students' speaking learning strategy, will describe how do gifted students do the learning strategy and will identify the gifted students' dominant use of learning strategy for speaking.

E. Conceptual Framework

Conceptual framework is necessarily used to show a certain assumption about research topic. Speaking problems in this research is coming from students which have influence on their speaking skill. The problems are students having no-desired to practice speaking, students using mostly mother tongue in English class, students have low motivation in speaking and students have low achievement in speaking.

Actually, speaking problems in English students possibly will be able to handle by changing the students' learning strategies in speaking. However, learning strategies that is suitable with their own learning is needed to increase students' achievement and it is can improve their ability in speaking. So, researcher wants to explore the speaking learning strategy used by gifted students in English Department of IAIN Padangsidimpuan.

After having speaking learning strategy, researcher will analyze how the gifted students' speaking learning strategy appropriately. So that students who have problems in speaking can try the gifted students' speaking learning strategy. The following of conceptual framework:

Figure 1
Research Conceptual Framework

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┌─────────────────────────┐
│   Speaking Problems     │
└─────────────────────────┘
             │
             ▼
┌─────────────────────┐        ┌─────────────────────────────┐
│ Speaking Learning   │───────▶│ Learning Speaking by using  │
│    Strategies       │        │ speaking learning strategies│
└─────────────────────┘        │ based on self conformity    │
                               └─────────────────────────────┘
                                             │
                                             ▼
                        ┌─────────────────────────────────────┐
                        │   Students' speaking skill gets better │
                        └─────────────────────────────────────┘
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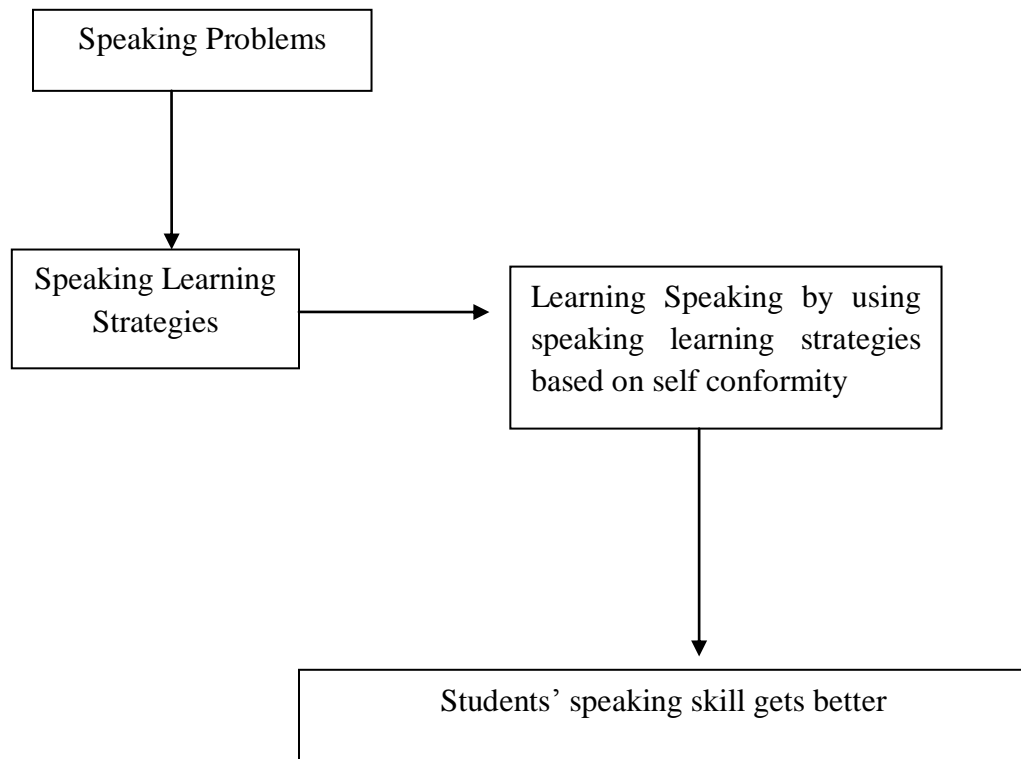
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher got the information about gifted students' speaking learning strategy in English Department of IAIN Padangsidimpuan. This research was a qualitative approach and it was a case study.

Qualitative approach applied in this research in order to uncover the nature of person's experiences, particularly the gifted students' speaking learning strategy. It was used to discover and understand what lies behind any phenomenon about which little is yet known. It is lined with definition given by Ary that qualitative approach is designed to obtain information concerning the current status phenomena.[1] In addition, qualitative approach is helpful for examining a variety of educational problems and issue.[2] Moreover, it is also explained by Cresswell, he states:

> "A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative or change oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologist,

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[1] Donald Ary, *Introduction To Research In Education* (USA: Wadsworth Group A Division of Thompson Learning Inc, 2002), p. 426.

[2] L. R. Gay, *Educational research. Competencies for Analysis and Application* (New Jersey: Pearson Education Inc, 2009), p. 275.

ethnographies, grounded theory studies, or case studies. The researcher collects open-ended emerging data with the primary intent of developing themes from the data."[3]

It can be concluded that qualitative approach things in the natural settings. It means that qualitative approach involves looking in-depth at non-numerical data such as observation, interview, and other more discursive sources of information which are to understanding the phenomenon.

On the other hand, a case study can be considered a methodology, strategy of inquiry, or research strategy. It involves the study of an issue through specific cases. In case studies emphasis is placed on the exploration and description. Case studies can be used for descriptive, explanatory, or exploratory purposes. Case study provides an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection.[4] Moreover, case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon.[5] Case can be an individual, an institution or a group

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[3]J. W. Cresswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (*2nd Edition)* (Thousand Oaks, California: Sage Publication, Inc., 2003), p. 18.

[4]J. W. Creswell, *Educational research: Planning, conducting and evaluating quantitative and qualitative research (3rded.)* (Upper Saddle River, N. J: Pearson/Merrill Prentice Hall, 2008), p. 476.

[5]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), p. 31-32.

considered as a unit in the research.[6] Thus, case study is an intensive study which is focusing on an intensive and detailed case.

Relating to those explanation above, this research was a case study based on this characteristic. This study attempted to explore certain information about a phenomenon or case of a subject. The case of this research was only a few of students of English department in IAIN Padangsidimpuan have a strong interest and high motivation to learn English speaking.

Based on the explanations above, the researcher used qualitative approach. This approach was chosen because it was appropriate to the objectives of the research which focuses on gifted students' speaking learning strategies. In the process of the data analysis, the researcher identified the gifted students' speaking learning strategy and analyzed it descriptively and intensively to get the result in the end of this research.

B. Place and Time of the Research

The place of this research has been done in IAIN Padangsidimpuan, Jl. T. Rizal Nurdin Km. 4,5 Sihitang Padangsidimpuan. It conducted at the gifted students in English department; they were students' delegation of IAIN Padangsidimpuan in English debates. The research conducted from November 2017 up to June 2018.

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[6]Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), p. 29.

C. Informants of the Research

Informants in this research were students of English department of IAIN Padangsidimpuan. They were students delegation in English debates at IAIN Padangsidimpuan in academic year 2017/2018. There were five students and still learning in IAIN Padangsidimpuan at fourth semester, sixth semester and eighth semester. These five students called by gifted students. The researcher had contacted and asked for confirmation first to participating in this research before. Students were conformed and interested in participating in this research.

D. Instrument of Collecting Data

1. Instruments

Research instruments are tool used to collect data or information useful to answer the problem research. Generally, there are two instruments in this research, they are main instrument and supporting instrument. The main instrument was researcher, while the supporting instruments were interview and questionnaire.

a. Questionnaire

Questionnaire in this research was adapted from Strategy Inventory for Language Learning (SILL) Version 7.0 developed by Oxford.[7] The questionnaire covers six strategies, namely; memory,

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[7] Rebbeca, L. Oxford, *Strategy Inventory for Language Learning (SILL) Version 7.0* (1990), taken from *sill.english.pdf* on March 28th 2018

cognitive, compensation, meta-cognitive, affective, and social strategies.

There were 20 questions (see Appendix A) administered to the informants. This questionnaire was translated into Bahasa Indonesia and selected which related to speaking. The questionnaire was designed in Likert's model consisting of the following response: *never, rarely, sometimes, usually* and *always*. The questions used to investigate the students' speaking learning strategies.

b. Interview Guidance

Interview is an interactive activity between interviwer and interviewee in getting an aim. An interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person.[8] In addition, interview is a method of data collection with the question and answer unilateral and done in a systematic and based on the research objectives.

Thus, Interview guidance was conducted in this research. Interview guidance was used as a guide for the interviewer during the interviews to identify the speaking strategy used by the informants and the reasons why they used that strategy. Besides

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[8]L. R. Gay and Peter Airasian, *Educational research*…….p. 219.

that, interview guidance in this research will be used to validate the data from the questionnaire.

The interview guidance (see Appendix B) is structured interviews by Naiman.[9] This interview guidance consisted of two main aspects. They were questionnaire response confirmation and exploration to other strategies they used out of the package. It consisted of the following points of exploration:

a) Whether the questionnaire response was true

b) What strategies they used out of the package

c) How they conducted the strategies out of the package

2. Validity and Reliability of the Instruments

Researcher used content validity to validate the questionnaire. It was asking for an assessment of a person who was considered an expert in the field to be measured. For this research, the instruments tool was validated by advisor II in this research and to know the instruments are reliable or no decided also by advisor II that was Sojuangon Rambe, S.S., M.Pd.

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[9] Naiman, N., M.Frohlich, H.H. Stern and A. Todesco, *The Good Language Learner (Modern Languages in Practice, 4.* (USA: Multilingual Matters, 1996), p. 149.

E. The Technique of Data Collection

The technique of data collection in this research conducted the following techniques:

1. Administering questionnaire

The questionnaire in this research administrated to the gifted students or informants. The procedures were:

a. Researcher asked the agreement of five informants to participate in this research.

b. Researcher invited informants to answer some questions in the questionnaire.

c. Researcher asked them to fill name and then filling the items with criteria of each informant and it was explained together with practical description of each strategy items in order to guarantee the informants' understanding about how to fill the questionnaire correctly as well as their comprehension to each strategy in the package.

d. Informants answered the questionnaire.

e. Researcher collected the informants' questionnaire sheet.

f. Researcher checked the informants' questionnaire sheet.

2. Interview

Interview in this research was done after checking the informants' questionnaire sheet and was addressed to the informants soon. The procedures were:

1) Researcher prepared interview guidance and record.

2) Researcher asked the readiness of informants to do an interview and also asked about time and place that they want.

3) Researcher invited them and interviewed one by one informant.

4) Researcher wrote the answer and also recorded the talking while interviewing.

5) Researcher analyzed the responses of informants.

F. Techniques of Data Analysis

After the data had been collected, the researcher analyzed the data by using five steps of analyzing qualitative data suggested by Gay, and they were as data managing, reading/memoing, description, classification and interpretation.[10]

1. Data Managing

The first thing in data analysis, this step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose is to organize the data and to check for completeness, and to start analyzing the data.

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[10] L. R. Gay and Peter Airasian, *Educational research……* p. 240.

2. Reading

This step researcher read the transcript of interview to get the sense of data.

3. Describing

After reading, the researcher described the speaking learning strategy of informants and described how the informants do the learning strategy for speaking. To describe it, researcher listened to the record of interviewing.

4. Classifying

Classifying is categorizing something or someone into a certain group or system based on certain characteristics. So in this research, after describing trhough words the researcher classifid the speaking learning strategy by breaking data into the smaller unit and determining speaking learning strategies used by the informants. It is based on Rebbeca L. Oxford.[11] The strategies were memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, affective strategy and social strategy. Beside that, the classifying also about the dominant speaking learning strategy used by informants.

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[11] Rebbeca, L. Oxford, *Language Learning Strategies; What Teacher Should Know* (Boston: Heinle and Heinle Publisher, 1990) p. 14.

5. Interpreting

The last step was interpreting. The researcher identified and abstracted important understandings from the detail and complexity of the data.

G. Techniques to Maintain the Data Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data used to contradict the assumption of qualitative research is not scientific. The trustworthiness of a qualitative research can be increased by maintaining high credibility and objectivity. To reduce the bias of the data, and to improve the validity of the data collection, Gay suggested several strategies as follows:

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or compare participant's consistency of responses.
2. Including addition participants to broaden the representativeness of the study and thus the data.
3. Make a concerted form to obtain participant trust and comport, trust providing more detailed, honest information from participants.
4. Try to recognize one's own biases and references and be honest with oneself in seeking them out.
5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.
8. Record in journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.

10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal question asked on three different occasions.[12]

Based on strategies above, the researcher used the last strategy that is triangulated. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal question asked on certain occasions to check the trustworthiness of the data in gifted students' speaking learning strategy.

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[12]*Ibid,* p. 225.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter presents and discusses the results of the research which are obtained from the questionnaire and the interview. This chapter consists of three sections. The first section discusses the gifted students' speaking learning strategies. The second section discusses the ways the gifted students used the learning strategy for speaking. The last section discusses the gifted students' dominant used of learning strategy for speaking.

A. Findings

The gathered data had been managed and read which were according to the data analysis step in the previous chapter. The managed data were organized which belong to questionnaire and interview data during and after the data collection. Afterwards, it had been checked for its completeness for answering research problems. The read data had been memoed on the transcript to get the sense of data according to research focus which were intended to be gathered. Further, the data had been described, classified, and interpreted based on research focus as presented in the following.

1. **Speaking Learning Strategies Used by Gifted Students in English Department of IAIN Padangsidimpuan**

There were five students that have been categorized as gifted students in English Department of IAIN Padangsidimpuan, especially in Speaking. Based on responses of the questionnaires given to the gifted students about speaking learning strategies, it was found that the gifted students have used all the categories of speaking learning strategies based on Oxford.[1] There are two categories of speaking learning strategies. The two categories are macro-categories of direct strategies and indirect strategies. Each of these has three micro-categories, which each have several sub-categories. The three micro categories of direct strategies are memory strategy, cognitive strategy, and compensation strategy. Afterward, the three micro categories of indirect strategies are meta-cognitive strategy, affective strategy and social strategy.

Speaking learning strategies used by gifted students are:

a. **Memory Strategy**

Memory strategies used by the gifted students that is involve the mental processes for storing new information in the memory and for retrieving them when needed. The gifted students used this strategy based on the sub indicators of memory strategies. They were:

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[1] Rebbeca, L. Oxford, *Language Learning Strategies; What Teacher Should Know,* (Boston: Heinle and Heinle Publisher, 1990) p. 14

1) *Strategy 1: I use new English words in speaking so I can remember it*

In this strategy the gifted students wrote a new English word and tried to remember it. At that time, the gifted students tried to put it into their own sentences in order to remember it. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following:

> *"If I have noted or taking notes, I will memorize the words, so I know the meaning."[2]*

The statement above had been reaffirmed again by RFN as in the following:

> *"ya, while other people speaking then we did not know meaning of something, so I take a note, I did memory learning strategy."[3]*

Besides RFN, the second gifted student also used this strategy in speaking learning. It had been confirmed by part of interview from Ay as in the following:

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[2] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

[3] *Private Interview*, Riandry Fadilah Nasution,, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

> *"When I was in the first semester, I brought a small book that could be put in pocket, so when there were new words, I would immediately write it. Then when I got to the dorm, I immediately memorized the words."[4]*

2) *Strategy 2: I am physically speaking English words in my own speech*

The gifted students memorized the new topics, words or lyrics of song and reviewed well which apply in oral conversation or making dialogue in daily life. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following:

> *Personally, I like to learn English from speaking, because when we are finished listening, for example native speakers talking or someone else speaks English I like to repeat again and again. For example I make my own speeches in front of the mirror.[5]*

Based on both questionnaire and interview data, it had been exemplied that all the gifted students generally used memory strategies in learning speaking. It means that all the gifted students remembered

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[4] *Private Interview*, Muhammad Ayyub, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 22nd, 2018)

[5] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

difficult words by reviewing at many times. It can be concluded that memory strategies was done by all the gifted students.

b. Cognitive strategy

Cognitive strategies require conscious ways of handling the object language and fall into four groups: practicing, receiving and sending messages strategies, analyzing and reasoning, and creating structure for input and output.

The gifted students used practicing strategies based on the sub indicators of cognitive strategies. The strategies were:

1) I try to talk like native English speakers

In this strategy the gifted student always practicing, using dictionary and using speaking text. Then, the gifted students tried to use their English in real conversation like English speakers with peers or friends and they used technology (internet). Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following:

> *"To improve my speaking ability sometimes I listen to native speakers directly from mobile phone for example. I play wifi so I open YouTube then I listen to native speakers speak then. When he talks I try myself directly, so I can remember. Then, sometimes I read the literature or*

English-language texts then I pronunciation it with reading aloud, I read aloud so."[6]

2) *Strategy 2: I practice the sounds of English*

Gifted students also used this strategy in speaking learning. The gifted student used English every day by listening to native speaker. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by the following part of Ay's interview.

> *"Yes, I often download English video, I prefer Indonesian native speakers, not foreigners, so that the pronunciation is clearer. Native speakers are from "English par" in East Java, precisely in the Kampung Inggris. What is he or she said in the video I will practice it directly."[7]*

The gifted students were speaking English every day in daily life by practicing over all, wherever and whenever. Then, the gifted students also speak English every day by listening music over all and watching movies. It had been confirmed by the following part of M's interview.

> *"I like sing a song, I often download English song, often sing English songs, so many vocabularies attached to my memory automatically. Then I also like to watch western movies. I really like watching western movies and singing English, indeed from elementary school, junior high school*

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[6] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

[7] *Private Interview*, Muhammad Ayyub, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 22nd, 2018)

I really like watching western movies with English subtitle."[8]

3) *Strategy 3: I retell the information I heard or read in English*

Gifted students also used this strategy in speaking. The gifted student used this strategy in the formal situation. The gifted student tried to retell the information she or he did or read in English. Based on the questionnaire responses, it was found that four or (80%) informants used this strategy for speaking. It had been confirmed by the following part of Fi's interview.

> *In classroom for example, when the lecturer asked me whether there is an assignment or not? So, I will speak English automatically. So, for me it was an opportunity to speak as much English. Yes, it is in classroom in the teaching and learning process.[9]*

4) *Strategy 4: I start conversations in English*

In this strategy, the gifted students start conversations in English. It can be with friends or peers and who are an expert in speaking. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by the following part of Fi's interview.

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[8]*Private Interview*, Miranti, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 22nd, 2018)

[9] *Private Interview,* Fitri Hasanah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 23rd, 2018)

> *"Then in the night, before I sleep, I usually memorize words, so I can remember tomorrow. Then, I will start a conversation with them with words I do not know before"[10]*

c. **Compensation strategy**

Compensation strategies supply the knowledge gaps that a learner may have either in speaking or writing, overcoming language difficulties. The gifted student used this strategy based on the sub indicators of compensation. The strategy was "*When I cannot think of a word during a conversation in English, I use guesses*". The gifted student guessed the words or phrases when the gifted students cannot find appropriate vocabularies during speaking. The gifted students changed it with guesses that easy to understand. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from Ern as in the following.

> *"For example if our vocabulary is limited so sometimes we do not know what to say in English but now it's easy, because*

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[10] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

vocabulary not be specific, we can develop or guesses the word

we want to say."[11]

Based on both questionnaire and interview data, it had been exemplied that gifted students usually used this strategy in learning speaking. It means that gifted students make up new words or guessed words when the gifted students did not know how to say the right one and when the gifted students cannot find appropriate vocabularies during speaking. So, the gifted students used guesses that easy to understand.

d. Meta-cognitive strategy

Meta-cognitive strategies enable students to control their own cognition by using different strategies such as focusing, arranging, evaluating, seeking for practice opportunities, arranging, planning and evaluating your learning. The gifted students used this strategy based on the sub indicators of meta-cognitive strategies. They were:

1) Strategy 1: I pay attention when someone is speaking English

In this strategy the gifted students pay attention when someone or native speakers is speaking English. The gifted students listened carefully what native speakers said. Based on the questionnaire

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[11] *Private Interview*, Ernidah Hasibuan, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 24th, 2018)

responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following.

> *"When native speakers talking or someone else speaks English I like to repeat again and again."[12]*

2) *Strategy 2: I try to find out how to be a better learner of English*

In this strategy the gifted students tried to find out how to be a better learner of speaking English. The gifted students made short-term goals or long term goals that must be achieve and try to find out how to be better in speaking. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following.

> *"My goal learning English every day is in order to create my speaking more fluent then I can get a sense of English for example in any printed text or maybe in social media or maybe in information, so later I will not trouble anymore because I have a goal to continue study to abroad."[13]*

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[12] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

[13] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

3) *Strategy 3: I notice my English mistakes and use that information to help me do better*

In this strategy the gifted students noticed their speaking mistakes and used dictionary or information to help them do better in speaking English. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from Fi as in the following.

> *"The problem is sometimes I like to blank about vocabulary, I didn't know how to say in English, what is the suitable vocabulary, what is it like that, so sometimes when I didn't know how to say in English, what? So that's why we have a dictionary on the phone so we can find the suitable word or we can find what in English everything that we did not know before."[14]*

4) *Strategy 4: I try to find as many ways as possible to practice my English through history of people who are proficient in speaking English*

In this strategy the gifted students tried to find as many ways as possible to practice their speaking through history of people who are proficient in speaking English. Based on the questionnaire responses, it was found that four or (80%) informants used this

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[14] *Private Interview,* Fitri Hasanah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 23rd, 2018)

strategy for speaking. It had been confirmed by part of interview from RFN as in the following.

> *"To speak the language English well, I listen to foreign language. Then, for example in the TOEFL class, there is a sister classmate, her name is Ernida, Ernida's extraordinary speaking or gifted in speaking. So I asked her what her tricks, then I try to follow and try the strategy that she did."[15]*

5) *Strategy 5: I think about my progress in learning English Speaking*

In this strategy the gifted students monitored the mistakes and introspecting. The gifted students also evaluated themselves about their speaking in English. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following.

> *"I think my speaking is greatly improved, Alhamdulillah. Once forgotten, one other strategy is following debate class. That's seriously, the first debate I was very low in Sulawesi, then I continue to study again and again and Alhamdulillah next competition to Aceh, get better than last debate competition."[16]*

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[15] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

[16] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

6) *Strategy 6: I look for people I can talk to in English*

In this strategy the gifted student joined English club at campus, invited their friends to talk in English or participating in conversation inside classroom or outside classroom. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following.

> *"In addition, I also, if I call my friends EPIC alumni I try to speaking English. That's it."[17]*

Based on both questionnaire and interview data, it had been exemplied that gifted students always used meta-cognitive strategy in learning speaking. It resourced that gifted students were practice speaking not only inside classroom but also in the outside of classroom. They joined English club at campus, invited their friends to talk in English or participating in conversation inside classroom or outside classroom. They also made short-term goals or long term goals that must be achieve and try to find out how to be better in speaking. Then, they monitored the mistakes and introspecting and also evaluated themselves about their speaking in English.

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[17] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

e. **Affective strategy**

Affective strategies are concerned with the student's emotional requirements assisting them to cope with their emotions, motivation, and attitudes related to learning. These strategies entail lowering one's anxiety, encouraging oneself and taking one's emotional temperature.

The gifted students used this strategy based on the sub indicators of affective strategy. They were:

1) *Strategy 1: I encourage myself to speak English even when I am afraid of making mistake*

In this strategy the gifted students tried to speak even though it might make some mistakes. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following:

> *"Personally, I like to learn English from speaking, because when we are finished listening, for example native speakers talking or someone else speaks English I like to repeat again and again. For example I make my own speeches in front of the mirror."[18]*

This strategy also used by the second gifted student. It had been confirmed by part of interview from Ern as in the following:

> *"First, I watched western movies, I also often imitate how an actor speaks and try how the pronunciation.*

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[18] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

Then, listen to the song as well, afterwards practiced everyday and prefer it if it is alone. I also speak English over and over again."[19]

Then, this strategy moreover applied by the third gifted student. It had been confirmed by part of interview from Fi as in the following:

"According to me, the key of speaking English is vocabulary because if we already have vocabulary, all we have to do is arrange the sentence. If it is not appropriate in grammar, it doesn't matter, example simple present, if there is a problem in grammar it's okay we can ignored, but if we have much vocabularies that want to say whatever we just stay arrange vocabulary then continue to talk."[20]

The last gifted student as well used this strategy in learning speaking. It had been confirmed by part of interview from Ay as in the following:

"The situation is when there are no people around me."[21]

2) *Strategy 2: I try to relax whenever I feel afraid to speak English*

In this strategy the gifted students used deep breathing before performing their speaking and encouraging statements to their self so that they will continue to try hard and do the best in speaking activity. Based on the questionnaire responses, it was found that

[19] *Private Interview*, Ernidah Hasibuan, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 24th, 2018)

[20] *Private Interview*, Fitri Hasanah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 23rd, 2018)

[21] *Private Interview*, Muhammad Ayyub, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 22nd, 2018)

five or (100%) informants used this strategy for speaking. It had

been confirmed by part of interview from Fi as in the following:

> *"My planning in the future is to improve my English better, if there is an opportunity to participate in the debate competition, I will follow it. Even though the results not maximal, it means we have been empowered to participate in the competition, they believe that I can afford it, sis. So just try. Do it, just go ahead, learn and prepare things that are necessary."[22]*

3) *Strategy 3: I notice if I am tense or nervous when I am studying or using English*

In this strategy, the gifted students cover their nervous when

speaking English by self-talking so that the gifted students can

confidence with their self. Based on the questionnaire responses, it

was found that five or (100%) informants used this strategy for

speaking. It had been confirmed by part of interview from Fi as in

the following:

> *"There is a reward, because, it make us happy when learning. So, if people can speak in English, it is looking so cool. Moreover, I am a woman able to speak in front of people using English, surely people will be amazed"[23]*

[22] *Private Interview*, Fitri Hasanah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 23rd, 2018)

[23] *Private Interview*, Fitri Hasanah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 23rd, 2018)

4) *Strategy 4: I express my feelings using English*

In this strategy the gifted students wrote their feeling or their problems in their dairy book or wrote it in the phone or laptop. Besides that, the gifted students tried to calm down and find out what solution that must be they used to solve the problem. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from M as in the following:

> *"Usually, for example I feel annoyed with someone, I will automatically speak English. When I feel upset, angry, or bad mood, I also write status on social media, even only me can see the status. Then, I also write my frustration in the memo in English words."[24]*

f.   Social strategy

Social strategies lead to increased interaction with the target language. These promote language learning through interactions with others. The gifted students used this strategy based on the sub indicators of social strategy. The sub indicators were:

1) *Strategy 1: I ask question in English*

In this strategy the gifted students asked an expert in speaking in English language what should he or she have to do in speaking English good. Based on the questionnaire responses, it was found

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[24] *Private Interview*, Miranti, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 22nd, 2018)

that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following:

> *"One of the strategies is to encounter or ask the most people we feel most dominant in English and speaking. Then, what she did then I did."[25]*

2) *Strategy 2: I ask English speakers to correct me when I talk*

This strategy used by gifted students to correct their grammar, pronunciation and intonation when speaking. The gifted students tried to practice speaking with expert so when the gifted students have the problem in speaking, there is an expert to correct. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking.

3) *Strategy 3: I practice English with other students*

This strategy, gifted students practice speaking English in anywhere they found students which has a basic in English. They will practice together to improve their speaking. Based on the questionnaire responses, it was found that five or (100%) informants used this strategy for speaking. It had been confirmed by part of interview from RFN as in the following:

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[25] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

> *"Based on my experience, the situation is many people who are at list have the basics of English around me. So, when they have a little potential in English-speaking, we can practice speaking together. As I did in the dormitory, as I said before, when I distributed vocabulary I kept speaking English, when I delivered tajwid I delivered it with English. So I delivered the material in English and gave instructions in English."[26]*

This strategy as well used by the second gifted student. It had been confirmed by part of interview from Ay as in the following:

> *"To increase my confidence, I often gather with my friends who are members of organization at campus, especially in my boarding house or dorm, there is many organizations. So sometimes we make a small discussion to increase confidence."[27]*

Based on both questionnaire and interview data, it had been exemplied that the gifted students normally used social strategy in learning speaking. Interacted with friends such as having temporary pair or small group and interacted with skilled and experienced language users such as having conversations with native speakers outside the classroom was done by gifted students.

2. The Gifted Student's Ways in Using Speaking Learning Strategies

Presentation in this section consists of description of the gifted student's ways in using speaking learning strategies. The description

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[26] *Private Interview*, Riandry Fadilah Nasution, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 21st, 2018)

[27] *Private Interview*, Muhammad Ayyub, Gifted Students in English Department of IAIN Padangsidimpuan, (IAIN Padangsidimpuan: May 22nd, 2018)

covers the process, situational description and reason for them. The presentation is as follows:

a. Starting period of speaking learning strategies and its reason

Age or schooling periods in which gifted students began to learn speaking is highly very. The lowest beginning period is from elementary school and the highest is the 1st semester in collage (IAIN Padangsidimpuan). There are three of the gifted students started to learn English from elementary school (SD) especially speaking. They tried to speak even though a little. One of them began from junior high school (SMP) and one of them also began from college level. Based on the interview, their response is presented as follows: RFN, Fi and M from elementary school; Ern from junior high school; and Ay from 1st semester in English Education Department of IAIN Padangsidimpuan.

Majority of the gifted students learned Speaking due to personal motivation, whereas one of them did it for external reason. The interview data revealed that RFN, Fi, and Ern learned speaking English because they were motivated to speak English well. They did not learn English not only at school. But also learned English everywhere there is opportunity to speak English. On the other hand, M learned English especially speaking because she was interested in English. She likes sing a song and watching western movies. Interestingly, it was her hobbies. In addition, Ay learned English

especially speaking because personal reason. Ay thought that someone who is proficient in English will easy to find out a job. He thought that speaking will be needed in job areas.

To summarize, the gifted students started to learn speaking at variety levels and grade of schooling. Besides, majority of gifted students learned for external motivation than personal reason.

b. Time allocation and place choice for Speaking and reasons

Based on interview, the gifted students fess up that there is no structured time to learn speaking. The recognition as follows: RFN, Fi and Ern revealed that they were learning English and did not have a structured time to train their speaking. RFN, Fi and Ern confessed the comfortable place to learn speaking was if they are in around of someone's master or proficient in English. They interested to speak English. On the other hand, Fi confessed that she likes speaking in the classroom. In the classroom, she likes talk with lecturer. Then, they learn speaking wherever, whenever and whoever if there is an opportunity. It can be in the formal situation and informal situation. In addition, they joined debate club and TOEFL club to improve their speaking. Besides that, they had target to continue study to abroad. Because of that, they learned speaking every day.

On the other hand, M confessed that she learned speaking based on her hobbies. She likes sing a song and watching western

movies. At the same time, when she is listening to music she is learning. She is habitually doing her hobbies while learning how to pronounce the lyrics. Followed by the next hobby, she is watching movies while learning how an actor's speak in conversation or dialogues in the movies. It was the unplanned time by M to learn speaking. Besides that, M joined debate club and TOEFL club to improve her speaking as well as RFN, Ern and Fi.

The last one is Ay. Ay confessed that he learned speaking started from 1st semester in college. He said that his time to learn speaking is about two hours no more in a day. Usually, Ay downloaded a English video in listened to it. Ay practice his speaking in bedroom. He tried to speak English well in front of mirror. Besides that, Ay joined debate club and TOEFL club to improve her speaking as well as RFN, Ern, M and Fi.

In conclusion, the gifted students allocated time for speaking because they had target with it, interested and one of one way to find a job future. The places where the gifted students learned speaking English were in formal situation (classroom, TOEFL class and debate club) and informal situation (bedroom and everywhere). On the other hand, the gifted students who are disturbed by sounds (sing a song and watching movies or video) would end up learn speaking at their bedrooms.

3. The Gifted Students' Dominant Use of Learning Strategy for Speaking

Based on the data analysis of this research, the researcher found that there were many speaking learning strategy used by the gifted students toward speaking. They used memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies.

As regards to the findings, all the gifted students used all the strategies (memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies) based on the sub indicators in questionnaire. Based on the data from questionnaire, the dominant used by the gifted students for speaking were memory strategies (100%), compensation strategies (100%), meta-cognitive strategies (100%), affective strategies (100%) and social strategies (100%).

B. Discussions

As argued at the beginning of thesis, current research focuses on the gifted students' speaking learning strategies, how the speaking learning strategies used by gifted students and the gifted students' dominant use of learning strategies for speaking.

This research findings, related to the first previous researcher in the chapter II that deal especially with the variety of the study of speaking

learning strategies is done by Melor Md Yunus, at al.[28] The result on their research is gifted students use more indirect strategies (Meta cognitive, affective, social) compared to direct strategies (memory, cognitive, compensation). The use of indirect strategy more shows that gifted students prefer strategies that is support and manage language learning strategies without (in many on stances) directly involving the target language.

The second research is done by Yohana Vita Lelita.[29] The result of her thesis is all the students applied various language learning strategies in order to improve their speaking ability. Those strategies were divided into six groups, namely memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies. The most dominant strategy is setting speaking goal because 100% of the students applied that strategy. This strategy belongs to meta-cognitive strategies. It is the most dominant strategy because all of them had at least one speaking target and goal to achieve such as being able to speak fluently like native speakers.

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[28] Melor Md Yunus, Nur Ainil Sulaiman and Mohammed Amin, Malaysian Gifted Students' Use of English Language Learning Strategies, *English Language Teaching,* vol. 6, No. 4, E-ISSN 1916-4750 (2013), Published by Canadian Center of Science and Education, p. 106. Accessed from *https://www.researchgate.net/publication/282781418_Malaysian_Gifted_Students%27_Use_of_English_Language_Learning_Strategies*., on Wednesday Nov 2nd 2017 at 11.45 am.

[29] Yohana Vita Lelita, A Study On Students' Learning Strategies And Self-Efficacy In Speaking I Class in ELESP of Sanata Dharma University, (*A Thesis, Universitas Sanata Dharma Yogyakarta,* (2016), p. 50-51. Accessed from https://repository.usd.ac.id/6563/2/121214081_full.pdf., on Wednesday Nov 2nd 2017 at 02.10 pm.

The last previous research is written by Wawa Puja Prabawa.[30] In this research finding, it was found that there are some strategies used by Indonesian tertiary students when they speak English and improve their speaking ability, namely cognitive, meta-cognitive and compensation strategy. In the type of speaking strategy that mostly used by the student in terms of speaking English is compensation strategy, while cognitive strategy was indicated as the mostly speaking strategies used by the Indonesian tertiary students in improving their speaking ability.

Moreover, in this research the result was different with the previous researchers. This research derived from descriptive analysis of the research indicated that the gifted students were elevated strategy users. Based on questionnaire and interview, the gifted students did all the strategies as exemplified before which different percentage.

The first strategy was memory strategies. It was found that two or 40 % gifted students used memory strategies. The second strategy was cognitive strategies, it was found that four or 80% gifted students used this strategy. The third strategy was compensation strategies, it was found that a gifted student used this strategies. It means that only 20% used these strategies. Then, the fourth strategy was meta-cognitive strategies. It was found that three or 60% of gifted students used these strategies. Followed by affective strategies, there

[30]Wawa Puja Prabawa, Speaking Strategies used by Indonesian Tertiary Students. English Review, *Journal of English Education,* vol. *4,* no. 2, ISSN 2307-7554 (2016), p. 231-242

were five or 100% the gifted students used affective strategies. The last strategy was social strategies. It was found that three or 60% of gifted students used these strategies.

Overall, the most frequently speaking learning strategies used by the gifted students were affective strategies. The result was different with the previous researchers. The first researcher was found that indirect strategy more shows that gifted students prefer strategies that is support and manage language learning strategies without (in many on stances) directly involving the target language. Then, the second researcher was found that the most dominant strategy is setting speaking goal. This strategy belongs to meta-cognitive strategies. The last researcher was found that mostly used by the student in terms of speaking English is compensation strategy. Thus, every student has their own strategies which are comfortable and suitable for him or her to learn speaking and to improve speaking skill. So that the most frequently speaking learning strategies used by the gifted students in this research were affective strategies.

C. **The Threats of the Research**

No matter with the effort of the research to obtain valid data and analysis, the truth of this research is sensitive to a number of limitations:

1. Because the source of data is only the gifted students of English Department of IAIN Padangsidimpuan, findings of this research may be

not adequate to be generalized to the gifted students of previous and the next English students. It can be vary from this research's findings.

2. The researcher cannot totally control the informants to give no lies in responding to the questionnaires, except the three times checked and rechecked effort. Accordingly, description of the findings can be bias to some extent of validity.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From findings and discussion of this research, and based the purpose of this research, generated the following conclusions:

1. All the speaking learning strategies from the package were used by the gifted students of English Department at IAIN Padangsidimpuan, but the variety of the use was different. It suggests the existence of persona; references among the students in term of belief upon which they think their speaking learning strategies will be successful.

2. The gifted students have their own strategies in learning speaking. The ways and the steps are different. All the strategies were used by the gifted students, but the variety of the use was different. The situation upon which the gifted students learned speaking to make their learning successful revealed high variety. The places where the gifted students learned speaking English were in formal situation (classroom, TOEFL class and debate club) and informal situation (bedroom and everywhere).

3. All the gifted students used all the strategies (memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies) based on the sub indicators in questionnaire. Based on the data from questionnaire, the dominant used by

the gifted students for speaking were memory strategies (100%), compensation strategies (100%), meta-cognitive strategies (100%), affective strategies (100%) and social strategies (100%).

B. Suggestions

From the conclusions above, the researcher makes a few suggestions:

1. It is recommended for the teacher to find the language learning strategies, especially speaking learning strategies, of their students and help them balance the strategies used by the students based on the students' needs and preferences. The teacher should adapt the teaching strategies to enhance students' achievement in learning speaking.

2. For the students itself, they should know what strategies that appropriate and can help them in learning speaking English. The students should be able to choose strategies they need in learning and analyze which strategies which give better effect on their own learning.

3. This research can be a reference to for future researchers who are interested to conduct a research about speaking learning strategies.

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Appendix A

Speaking Questionnaire

(Adapted from Strategy Inventory for Language Learning (SILL) Version 7.0 developed by Oxford (1990)

Name   :   Class   :
NIM   :   Date   :
No. HP   :

Instructions   :

Put a check mark (√) on the available column, according to your circumstances. Fill it honestly and use the following scale!

A (Always)   : I use this strategy almost every time I learn to speak English ($^{\pm}$ 90 %)
U (Usually)   : I use this strategy more than half the times I learn to speak English (>50%)
S (Sometimes)   : I use this strategy less than half the time I learn to speak English (20-50%)
R (Rarely)   : Almost never I use this strategy to learn to speak English (1-19%)
N (Never)   : I never use this strategy to learn to speak English (0%)

NO	ITEM	A	U	S	R	N
1	I use new English words in speaking so I can remember it.					
2	I am physically speaking English words in my own speech.					
3	I try to talk like native English speakers.					
4	I practice the sounds of English.					
5	I retell the information I heard or read in English.					
6	I start conversations in English.					
7	I pay attention when someone is speaking English.					
8	I try to find out how to be a better learner of English.					
9	I notice my English mistakes and use that information to help me do better.					
10	I try to find as many ways as possible to practice my English through history of people who are proficient in speaking English.					
11	I have clear goals for improving my English speaking skill.					
12	I think about my progress in learning English speaking.					
13	I look for people I can talk to in English.					
14	I encourage myself to speak English even when I am afraid					

	of making a mistake.					
15	I try to relax whenever I feel afraid to speak English.					
16	I notice if I am tense or nervous when I am studying or using English.					
17	I express my feelings using English.					
18	I ask questions in English.					
19	I ask English speakers to correct me when I talk.					
20	I practice English with other students.					

Padangsidimpuan, April 2018

Validator

SojuangonRambe, S.S., M.Pd
NIP. 19790815 200604 1 003

Appendix B

Interview Guidance

(Adapted from Naiman et al., 1996)

Speaking strategies

1. How did you learn speaking? What kind of situation that supports you to learn speaking?
2. What have you done to improve your speaking ability consciously?
3. What problem did you have while learning speaking?
4. How did you overcome the problem? What will you do if the problem is difficult to overcome? Do you have a strategy to overcome the problem?
5. In order to speak English well what do you need to do in an EFL context?
6. Do you have speaking English learning strategies? What kinds of strategy have you done? Please explain.
7. Where did you learn speaking?
8. How many times do you need to learn speaking? Do you learn English every day?
9. How many days do you need to learn speaking? Does it help you to increase your speaking ability?
10. In which term of conditions do you learn to speak English? Does such condition help you to speak English well?
11. Why did you learn speaking?

Padangsidimpuan,   April 2018

Validator

SojuangonRambe, S.S., M.Pd
NIP. 19790815 200604 1 003

Appendix C

INTERVIEW TRANSCRIPTION

Informant = RFN, Researcher = R

R   : Assalamu'alaikum, Riandry

RFN   : Wa'alaikumussalam, Sakinah

R   : How are you?

RFN   : Alhamdulillah, bi khoir

R   : Firstly, Thank you so much Riandry who has spared time for the interview that

we will do.

RFN   : My pleasure

R   : Can we begin?

RFN   : Yes

R   : How does Riandry learn speaking English?

RFN   : Personally, I like to learn English from speaking, because when we are finished

listening, for example native speakers talking or someone else speaks English I

like to repeat again and again. For example I make my own speeches in front of

the mirror.

R   : Before performing practice, right?

RFN   : Yes. I used to be a boarding coach for two years, so I maximize my efforts when giving instruction, for example in the mosque, giving whatever and where ever I am try to speak English.

R   : Okay, so what kinds of situation support you to learn speaking English?

RFN   : Based on my experience, the situation is many people who are at list have the basics of English around me. So, when they have a little potential in English-speaking, we can practice speaking together. As I did in the dormitory, as I said before, when I distributed vocabulary I kept speaking English, when I delivered tajwid I delivered it with English. So I delivered the material in English and gave instructions in English. So everything in the dorm that I try and I put it English into it. So I got used to it and they got used to it. This is the situation I experienced for two years.

R   : It means any chance, directly speaking English, right?

RFN   : Yes.

R   : Okay, the next question, what you've done to improve your English

speaking ability? Is it achievable? If yes please explain.

RFN   : To improve my speaking ability sometimes I listen to native speakers directly from mobile phone for example. I play wifi so I open YouTube then I listen to native speakers speak then. When he talks I try myself directly, so I can remember. Then, sometimes I read the literature or English-language texts then I pronunciation it with reading aloud, I read aloud so. So I think it can help my

speaking. In addition, I also, if I call my friends EPIC alumni I try to speaking English. That's it.

R   : Very good, Riandry. Next, what problem do you face when learning to speak English?

RFN   : Yes. The problem I faced, when studying, when I am read the English text that is advanced level, I do not understand the meaning. But it really does not matter anyway, actually. Because what I need is pronunciation. I will read anything even though I do not understand. What I need is pronunciation and speaking. Then, when talking to the more advanced people in speaking English, which is my problem sometimes I do not understand, so. If I am in the midst of advanced people I feel I'm still lack in vocabulary. So, when I feel lack in vocabulary I take notes, I take small notes, then I look in the dictionary or I ask them what it means.

R   : So in overcoming the problem or to solve the problem, one of them with the taking note, besides that, is there any other way to overcome it?

RFN   : If I've taking notes, I will memorize the words, so I know what that is. Like that. Especially when I was in Surabaya, among other friends from other universities, I also feel, when I talk to them I do not understand, so right. I am less get sense than what they speak, right.. But I did not make the problem become a big problem, because I immediately overcome problem I was looking for a solution. I took the note then I asked them, if I did not ask them, I find the meaning in the dictionary. Then in the night, before I sleep, I usually memorize words, so I can

remember tomorrow. Then, I will start a conversation with them with words I do not know before.

R   : Yes. In order to speak English well what do you need to do in the context of EFL?

RFN   : Oiya, well, in the context of the English Foreign Language, to speak the language English well, I listen to foreign language. Then, for example in the TOEFL class, there is a sister classmate, her name is Ernida, Ernida's extraordinary speaking or gifted in speaking. So I asked her what her tricks, then I try to follow and try the strategy that she did.

R   : So that's also one strategy, right?

RFN   : Yeah right. One of the strategies is to encounter the most people we feel most dominant in English and speaking. Then, what she did then I did. Besides, I also use memory learning strategy yes, I also memorize as I said earlier.

R   : Yes. How was the strategy?

RFN   : That was, taking note, while other people speaking then we did not know meaning of something, so I take a note, I did memory learning strategy. I wrote it, and then I practice it tomorrow.

R   : Yes. So in learning speaking English, how long do you need to learn speaking? For example, 1 hour a day, like that.

RFN   : Personally, there is no specific time. Every day when there is a chance I speaking in English.

R : It means there is no scheduled?

RFN : Yes, there is no scheduled. But if there is a chance, I learn to speak English, like that.

R : To learn this English, what conditions make you most support about speaking English? Does the condition help you to speak English well?

RFN : The condition is when there are people who are gifted and good in speaking around me. Because when I am wrong, they will correct my words. Then the second condition, when I meet people who like to speak English and they want to learn to me, when I teach them there I also learn.

R : Okay. So far speaking in English, what is your goal in learning speaking English?

RFN : My goal learning English every day is in order to create my speaking more fluent then I can get a sense of English for example in any printed text or maybe in social media or maybe in information, so later I will not trouble anymore because I have a goal to continue study to abroad. So, besides being a student of IAIN Padangsidimpuan, Islam students, I also learn English not for myself, I master the language of these infidels, then I invite these non-Muslim people such as later in my college invite them as capable explained to them the current religious stigma in religion specially in Indonesia and which cornered one corner of religion, so I refocused and straightened it out.

R : Yes. Well done. So, when do you start learning English? And where do you learn English?

RFN : Actually, I personally when in elementary school I also like English but not very like. So when I was in junior high school I tried an English course, and even then because it was ordered by my teacher. Then I taught English to Sidimpuan, I had my own course without friends. Then in high school increasingly like to speak English, because my teacher is always speaking English, although at that time, the advance of the English language was very weak I think, I personally, and then in the collage, I focuses in English. So it started to like it from elementary school, but the media I get in elementary time is very limited that I get from the teacher.

R : Yes. What are the most comfortable conditions for learning English?

RFN : I like to learn English, for example in quiet situations, it's good to listen and then practice right away. If with others comfortable talking straight. Alone or in a group are comfortable.

R : So, with all the strategies you did, is it already capable to improve your English speaking well

RFN : Yes, I think my speaking is greatly improved, Alhamdulillah. Once forgotten, one other strategy is following debate class. That's seriously, the first debate I was very low in Sulawesi, then I continue to study again and again and Alhamdulillah next competition to Aceh, get better than last debate competition.

R : Really in debate?

RFN   : But regarding to the strategies that I created earlier, listen then take note, then memorize it. Like that.

R   : Yeah, all right. Thank you for Riandry already willing in this brief interview.

RFN   : Yes, good luck.

R   : Assalamu'alaikum.

RFN   : Wa'alaikumussalam.

Continue…

Informant = Fi, Researcher = R

R   : Assalamu'alaikum wr wb

Fi   : Wa'alaikumussalam wr b

R   : First, thank you so much Miss Fitri for your time and participating in this research.

Fi   : Ya, it doesn't matter, sis.

R   : Let's begin our interview. Did you join the debate competition yesterday?

Fi   : Yes, sis, I have followed the debate competition in Jogja.

R   : Okay. Fitri, I want to ask you, what is speaking?

Fi   : Speaking is one way to express what we feel and what we want to say in English language. So, we can communicate with others using English language.

R   : Really good. So, what is your strategy in learning speaking?

Fi   : According to me, the key of speaking English is vocabulary because if we already have vocabulary, all we have to do is arrange the sentence. If it is not appropriate in grammar, it doesn't matter, example simple present, if there is a problem in grammar its okay we can ignored, but if we have much vocabularies that want to say whatever we just stay arrange vocabulary then continue to talk. If it is wrong its okay, even some people do not understand if any people understand may be reprimanded a lesson, we can fix it the next day.

R   : Right. How about your situation in learning speaking? What situation that supports you to learn speaking?

Fi   : In classroom, for example, when the lecturer asked me whether there is an assignment or not. So, I will speak English automatically. So, for me it was an opportunity to speak as much English. Yes, it is in classroom in the teaching and learning process.

R   : That means you like learning in formal situations?

Fi   : Yes, formal situation. But, in non-formal situation, as in Ma'had before, we are required to use Arabic and English language. From there I can also study. What's more, using English or Arabic has become a rule.

R   : Yes. After that, in speaking English, are there problems that you face, what is the problem?

Fi   : Yeah. The problem is sometimes I like to blank about vocabulary, I didn't know how to say in English, what is the suitable vocabulary, what is it like that, so sometimes when I didn't know how to say in English, what? So that's why we have a dictionary on the phone so we can find the suitable word or we can find what in English everything that we did not know before. So we can use it. And sometimes the pronunciation is a matter but about that it's okay because foreign English is direct, we can make our pronunciation if you want to speak English.

R   : OK. Fitri, so far I believe you have a strategy in learning speaking definitely. So, what strategy have you done to improve the ability to speak English?

Fi : Practice. Especially when there is speaking class in class, in class we use English to communicate, ya, speaking class so it is automatically required to speak English. Yes, like that. Every time there is an opportunity in English, although the lecturer will correct besides that, the lecturer appreciated even though he or she was wrong, oh this is enthusiasm, and he or she is active. Practical, just talk spontaneously. So if there is a chance, I also often MC English for these events, so I take advantage of the opportunities to improve and improve my English language directly, even though it is only MC or debate, it is become a means to be better trained, public speaking is also more trained.

R : That means it's been very good, Fitri

Fi : Hehehehe. If I was a MC, it was from the dorm, Sis. Continued to opening of the scientific week, Riandry's seminar and welcoming Langsa Students, all of them use English.

R : OK. If in the context of EFL, how do you learn to speak English?

Fi : No sis, there is TEFL. In the TEFL learning English uses methods, how teaching students, so. This is also important this time, for the future, how we make class so that students enjoy in the classroom.

R : yeah right. Aside from practice, what other strategies have Fitri done in learning speaking?

Fi : Mmmm, maybe talk to myself. When I read, I didn't like reading. Then, if I watch TV, I will be bored, because it is boring for me. Besides, for example, listening to a song, learning from a song like a little percent of the song, but there really is a little. Just talk to

myself. Practice, because I don't really like songs, I don't really like watching, reading too, just talking to myself even if it's messy.

R   : For example, if you practice again, how long do you need it? Or is there a specific schedule?

Fi   : Oo, there is no specific schedule. For example, when I walk, I see something rather strange, spontaneously I will say " are you fucking kidding me? " or for examples, there are people who laugh or something," are you fucking kidding me? What are you saying about?" After that, it was gone, everything was spontaneously spoken.

R   : Just leave it like that?

Fi   : Yes, Sis, it's just spontaneous. For example, what's that? Alright.

R   : I see. What about the specific learning schedule for, is there a special learning speaking schedule that you set aside in a day to learn speaking?

Fi   : Oo, there is no specific schedule. Maybe just concentrate on this.

R   : Okay. What conditions do you like to learn speaking English?

Fi   : The conditions are like this, Sis, I learned unstructured, for example in a debate; I was interested in the debate. In the last debate was my first experience in debate. So as long as I enter the debate club and take part in debate exercises, I prefer that. Suppose I was given a context by the mentor, I was given the problem by the mentor to overcome, then I got the point, then I would say what I want to say using English. I prefer to use reason and can't memorize. That's why I can't "speech" Sis, because if in the speech memorizes A to Z, what we have written from greetings or opening until "Ladies and gentlemen"

must be said as well. I can't do that. I got the point; it will be different tomorrow on a different test again. Because the point is that I will say it. I use reason more. So I followed the debate. For example, if I choose between speeches and debates, I would rather debate.

R   : Debate yes

Fi   : Can't memorize everything structurally.

R   : Even if the debate doesn't justify, surely you need a lot of scientific references so you can speak, especially in English.

Fi   : Yes Sis. So, the point is I just talk. In Indonesian, too.

R   : Yes. Why did you learn to speak English? What is your purpose studying it?

Fi   : Cool. Hehe. I already like learning English when I was in elementary school. When the teacher's elementary school is good at teaching, Sis, actually in learning English, the teacher must motivate students to learn; if the teacher is smart then students will be more studious. Then, for example, if I can answer the question, I will be given a gift. Starting from the pen, sometimes the teacher gives money, there is candy and others.

R   : There is a reward ya

Fi   : There is a reward, because, it make us happy when learning. So, if people can speak in English, it is looking so cool. Moreover, I am a woman able to speak in front of people using English, surely people will be amazed. But that was when I was a child.

R   : Oke, how about now, Fitri?

Fi : OK, now English is important. English is an International language, so if we go everywhere must be using English; it means that English is very necessary. Even if we don't work in the job area in the future, if we are good at finance and can go everywhere, we will use English and we will still be able to carry it and use it everywhere. Even, if it's not in the job area, sis.

R : So, you learned English from elementary school until now?

Fi : Yes, Sis, start from elementary school and also I have been followed English tutor too. When I was in Junior high school, my English value had decreased because the teacher was not good at teaching. After I entered the dormitory or Ma'had, it was very helpful to improve my ability to speak English.

R : Every day communicating using English?

Fi : Yeah. Because at Ma'had, like this sis, let me tell you, when I am in IAIN as a student, I don't know what the difference between past tense and present tense. I don't know how to use the past tense. After I studied at Ma'had, I found out the key, the nominal had no verb and it used "to be" like that, which verbally used "verbs", after I studied at Ma'had I knew it was, Sis. Alhamdulillah, I got the knowledge in Ma'had.

R : So far, you have participated in a debate competition, what are you really doing to achieve that?

Fi : Yeah. I attended the recent debate Sis. Hehe. I attended the debate once. But, I am often being an MC, Alhamdulillah. Even though, I took part in the debate competition because of the sustenance, Sis, I can go to Jogja.

R : What is your goal in the future? What is your plan? As we know, you are gifted in speaking English.

Fi : My planning in the future is to improve my English better, if there is an opportunity to participate in the debate competition, I will follow it. Even though the results not maximal, it means we have been empowered to participate in the competition, they believe that I can afford it, sis. So just try. Do it, just go ahead, learn and prepare things that are necessary. Being an MC is also prepared, not considered trivial, even though I have often become an MC, training again, I just have to find it, but just practice it.

R : OK, very good, Fitri. Ok, I think that's all. Nice interview.

Fi : Heheheh okay sis.

R : Thank you, Asssalamu'alaikum wr wb

Fi : Wa'alaikumussalam wr wb

Continue…

Informant = Ern, Researcher = R

R   : Assalamu'alaikum wr wb

Ern   : Wa'alaikumussalam.

R   : First, thank you Ernida already willing to participate in this research.

        Have you answered the questionnaire?

Ern   : Already sister.

R   : Okay. I want to ask you, how do you learn English?

Ern   : Practice, like that? Speaking?

R   : Yes

Ern   : First, I watched western movies, I also often imitate how an actor speaks and

        try how the pronunciation. Then, listen to the song as well, afterwards practiced everyday

        and prefer it if it is alone. I also speak English over and over again. Yes it is.

R   : Okay. What kind of situation that most support you to learn this speaking English?

Ern   : Everything supports. Family also supports.

R   : Any chance?

Ern   : Yeah, always talking.

R   : Not thinking first? This is wrong, is it wrong, like that?

Ern   : No sis.

R   : Then, what strategy have you done in Speaking?

Ern   : Practice in particular, just practices every day. Practice continuously.

R   : From that practice, have your purpose achieved?

Ern   : Yes, God willing already.

R   : Right, where have you been following the competitions?

Ern   : That's the last sis, the debate. In junior high school following speech contest,

Alhamdulillah I am the winner. Then, in the senior high school also had time to Medan as well, the same competition that is speech contest and also debate as well. From junior high school followed storytelling to Medan.

R   : Is it at the provincial level?

Ern   : Yeah sis.

R   : Okay, we go on. In speaking English it's definitely there are problems

encountered.

Ern   : Yeah sis

R   : What is the problem?

Ern   : For example if our vocabulary is limited so sometimes we do not know what

to say in English but now it's easy, because vocabulary not be specific, we can develop the word we want to say, and also already know the strategy too. Anyway, if speaking it should be a lot of vocabulary.

R   : So how do you solve the problem?

Ern   : Developed and change it in another word sis

R   : Okay. If in the EFL context, how?

Ern   : Not yet, sis. I have not studied.

R   : Regarding to the time you learn speaking, does it take hours in a day?

Ern   : No sis, no schedule. Practice every day naturally. For example when riding a

       motorcycle, I usually talk to myself.

R   : Yes?

Ern   : Yeah sis serious, there is no time. Practice every day.

R   : If in the classroom, is there a sense of awkwardness or nervousness?

Ern   : No, sis. I am confident.

R   : Nice. So, why do you learn Speaking?

Ern   : Because speaking is the most important skill, people judge us from our

       speaking or pronunciation. If we are good in speaking, our weakness in

       grammar can be covered.

R   : So. What is your purpose or your goal to learn speaking?

Ern   : My purposes are I can speak in English frequently and be able to

       communicate with others in English. Then, I also hope to continue my studies to a higher

       level, which is to go abroad.

R   : Okay, Amin. Based on yourself, what is speaking?

Ern   : Speaking is very important, one of the most important skills that must we

have. Because, by speaking people can see us how fluent in English also people judge us from that. I think like that, sis.

R : Right. So, the most important strategy you have done is practice, right?

Ern : Yes, sis, always practice. Then, watching movies and listening to the

   music. The important one is practice.

R : Okay good. Well, nice talking with you. Good luck for you Ernida

Ern : You too.

R : Asssalamu'alaikum

Ern : Wa'alaikumussalam

Continue...

Informant = M and Ay, Researcher = R

R   : Assalamu'alaikum wr wb

M & Ay: Wa'alaikumussalam.

R   : Thanks to Miranti and Ayyub for participating in this research. Ok, how many times have Miranti and Ayyub been involved or followed in the debate competition?

M   : 2 times Sis

R   : How about Ayyub?

Ay   : Once Sis.

R   : OK. From the achievements of both of you, Miranti and Ayyub, have reached the standard as gifted students at IAIN, which means you are chosen people who have passed many selections. Ok, how do you learn to speak English, Miranti?

M   : Yes. I liked English start from elementary school. When I first learned English and really enjoyed English lessons, Sis. Then, because I like sing a song, I often download English songs, often sing English songs, so many vocabularies attached to my memory automatically. Then I also like to watch western movies. I really like watching western movies and singing English, indeed from elementary school, junior high school I really like watching western movies with English subtitle. So here are many vocabularies attached. So, the vocabulary is quite a lot, I just need to learn tenses.

R   : OK. What about Ayyub?

Ay   : OK, I learned English starting from the first semester. I am a graduate from Pesantren. Then, I studied English by studying individually. For example, when there is a mirror, there is a mirror at the boarding house, I mean dorm, I will stand in front of the mirror and say the English words, it is called by pronunciation, I practice directly by looking in the mirror how to pronounce it. If it is about vocabulary, to improve vocabulary, when I was in the first semester, I brought a small book that could be put in pocket, so when there were new words, I would immediately write it. Then when I got to the dorm, I immediately memorized the words.

R   : It sounds good. Okay, how about situation, what kind of situation that supports you to speak English?

Ay   : The situation is when there are no people around me.

R   : Individually?

Ay   : Yes, I have to be alone, Sis. Because if there are people I will be ridiculed about pronunciation what I say. '*Your pronunciation is wrong and others*''.

R   : It's more comfortable studying along, like that?

Ay   : Yes Sis, except if I am with someone who is an expert in English.

R   : OK. How about you, Mira?

M   : Usually, for example I feel annoyed with someone, I will automatically speak English. When I feel upset, angry, or bad mood, I also write status on social media, even only me can see the status. Then, I also write my frustration in the memo in English words.

R : All right, Miranti. So, what have you really done to improve your ability to speak English? Like the strategy that you have done, is it achieved?

M : Ayyub first, sis

R : How about you, Ayyub?

Ay : Yes, I often download English video, I prefer Indonesian native speakers, not foreigners, so that the pronunciation is clearer. Native speakers are from "English par" in East Java, precisely in the Kampung Inggris. What is he or she said in the video I will practice it directly.

R : Very good Ayyub. So, that's the strategy that has been done up to now?

Ay : Yes Sis, until now.

R : OK, and you Mira?

M : The strategy is based on hobbies, Sis. For example in an English song, I will translate it into Indonesian. Then, if I find a new word, I practice it and make it into a sentence, like that. I mostly learn from listening.

R : So, this strategy has been very influential in your process of learning to speak English?

M : Yes, from watching and singing or music, yes, sis. Because that's the most frequent and my hobbies, so learning is relaxed and comfortable.

R : OK. In speaking English, what problems do you face?

M   : I am afraid of being wrong in tens. Afraid of wrong grammar, the grammar is wrong. The same thing when I debated, I really wanted to talk but I was afraid that the grammar was wrong. For example "*she can or he can*", "she is speak" in "*speak*" sometimes I forget to add the "*s*" like that. Then I will repeat again, so, they know I am wrong. Too scared of grammar, that's Sis.

R   : So how do you solve that problem, Mira?

M   : I learned a lot of grammar, sis.

R   : A lot of learning grammar. What about you, Ayyub?

Ay   : The problem is almost the same as Miranti's fear of being wrong in her grammar. But the most important thing is about pronunciation. Especially in front of a lot of people who laughed at this, so I was not confident, sis. So, to practice my speaking in front of a crowd I feel embarrassed.

R   : Not confident?

Ay   : Yes, not confident.

R   : So how does Ayyub handle it?

Ay   : I try to increase self-confidence and practice as often as possible in front of

          mirror.

R   : Anyway before speaking in front of a lot of people first appearing in the room, right?

Ay   : Yes, Sis, that's right. I practice pronunciation as often as possible.

R : Pronunciation is the hardest problem, is it right?

Ay : Yes Sis, because it can make my spirit decrease and depression, Sis.

R : Really? So how do you increase confidence, Ayyub? It is great because you have arrived in Jogja.

Ay : Yes, Sis. To increase my confidence, I often gather with my friends who are members of organization at campus, especially in my boarding house or dorm there are many organizations. So sometimes we make a small discussion to increase confidence.

R : Ok, how about in the EFL context?

Ay & M: Still like the previous one too, Sis.

R : Yes, good. Next, how long do you spend learning to speak English? Does it take hours in a day? Or is there a specific schedule?

M : There is no specific schedule, Sis. For how many hours is it possible for an hour, Sis, because I am bored for a long time, Sis.

R : and Ayyub?

Ay : Just like Miranti, Sis. There is no specific schedule.

R : Not up to 2 hours, Ayyub?

Ay : The longest maybe 20 minutes, Sis. Talk to myself in front of a mirror.

R : Ok yah. Then, what conditions do you like most to learn to speak English?

Ay   : I prefer to be calm, Sis. The situation and conditions must be calm Sis. It is okay to be

noisy, but don't bothering me.

R   : Ayyub, do you like learning with experts like in the TOEFL class?

Ay   : I like learning with expert, Sis.

R   : OK, Ayyub, are you still ashamed to speak English?

Ay   : Sometimes I still embarrassed.

R   : How about you, Mira?

M   : In my class there's no awkwardness anymore, Sis. In the class instead more confident,

because those friends are in class and already know me. But if outside the classroom like

a debate competition, I also feel awkward, because I know they are smarter than me.

R   : OK. Next, what are your reasons for learning English, Miranti?

M   : Because I like it

R   : Like it? Any others miss?

M   : Interested, because English is an International language, so we are must understand

English. Then, many people said, if you are good at speaking English, it will be easy to

get a job. Want to go everywhere is not difficult anymore, especially abroad.

R   : So what is your main goal, Miranti?

M   : I want to be proficient and can speak in English, sis.

R   : And Ayyub?

Ay : The main goal is I can easily find a work. So, the main goal is to be able to work easily. The reason is same, sis, like Miranti, that is can speak in English.

R : Ya, good. Miranti, you were learning to speak English starting from elementary school, right?

M : Yes, right. Not I am here, at this campus.

Ay : I studied English firstly from elementary to junior high school, but only once a week. It is only about 90 minutes in a week. Then, at the high school level, I was in the Pesantren, because of that, at the Pesantren I rarely learned English. It can be only once a month or once a week. Then, I continued my study at IAIN, I also chose English language education.

R : How great, Ayyub. That can be a good example for Islamic boarding school. Ok, let me repeat again, Mira were most afraid if your grammar is checked and Ayyub's problem was in pronunciation.

Ay & M: Yes Sis.

R : OK. Thank you for your time and your participating my lovely Mira and Ayyub. Assalamu'alaikum.

Ay & M: Wa'alaikumussalam wr wb

Nomor : B - 1023 /In.14/E.4c/TL.00/06/2018
Hal : **Izin Penelitian**
 Penyelesaian Skripsi.

29 Juni 2018

Yth. Ketua Prodi Tadris/ Pendidikan Bahasa Inggris IAIN Padangsidimpuan
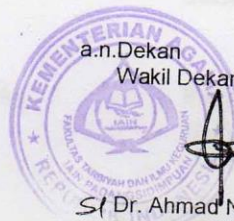Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri
Padangsidimpuan menerangkan bahwa :

Nama : Sakinah Muliana Hasibuan

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Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Alamat : Pudun Jae

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **"An Analysis of Gifted Students' Speaking Learning Strategy in English
Department of IAIN Padangsidimpuan"**. Sehubungan dengan itu, kami mohon bantuan
Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik

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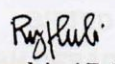|		
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Sifat	: Biasa	
Lampiran	: -	
Hal	: ***Pengesahan Judul dan Pembimbing Skripsi***	

KepadaYth. Bapak/Ibu
1. Zainuddin, S.S., M.Hum (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)
Di –
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:
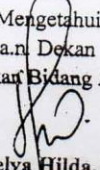
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Fak/.Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-1
Judul Skripsi : The Analysis of Gifted Students' Speaking Learning Strategy in English Department of IAIN Padangsidimpuan in Academic Year 2017

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

Ketua Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
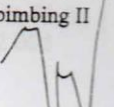NIP. 19710510 200003 2 001

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Nomor : 140 /In.14/E.6a/PP.00.9/07/2018

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Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan / TBI

Alamat   : Pudun Jae

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 2 Juli 2018 s/d 4 Juli 2018 dengan judul:

"AN ANALYSIS OF GIFTED STUDENTS' SPEAKING LEARNING STRATEGIES IN ENGLISH DEPARTMENT OF IAIN PADANGSIDIMPUAN".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 11 Juli 2018
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