

## ABSTRACT

**Siti Saroh, Imas.** 2016. Social Learning Strategies in Teaching Speaking of PDCI (Peserta Didik Cerdas Istimewa) Program at MTsN Ponorogo in Academic Year 2015/2016. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor Winantu K.S.A, M.Hum.

**Key Words:** Social Learning strategies, Teaching Speaking Class of PDCI (Peserta Didik Cerdas Istimewa) Program.

Speaking is one of the basic language skills that must be mastered by students. Many methods and strategies had been mastered by teacher before they taught in a real class especially in PDCI (Peserta Didik Cerdas Istimewa) program. One of the appropriate strategies is social learning strategies. Social learning strategies are strategies in which a learner interacts with one or more people in order to support learning.

The aims of this research are to describe social learning strategies that applied in teaching speaking class of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016 by the teacher and to investigate the advantages using social learning strategies

Qualitative research was conducted in this research. The data collection was done by observation, interview, and documentation. The researcher analyzed data through data reduction, data display, and drawing conclusion.

The results of this research pointed out that (1) the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program used curriculum 2013 that consisted of opening, main activities, and closing. Moreover, the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program draws clearly in these steps. In the opening teacher gave ice breaker and motivation. Main activities consisted of observing, asking, gathering the information and associating, and communicate the results. In observing, teacher displayed a video and other examples related to the material. In asking, teacher gave chance to the students to ask questions about the material. In gathering the information and associating, teacher gave assignments to the students to find other material individually. In communicate the results, one of the students presented their material and gave questions to other students. In closing, teacher was summarizing the material (2) the advantages using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo were the teacher only played a role in controlling the class to work more conducive and served as identifier of the material. Furthermore, the students were becoming more independent, active, creative and confident both in learning and solving problems.

In occasion, it can be concluded that social learning strategies are applied in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program. Furthermore, its strategies give some advantages both teachers and students.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The purpose of teaching English is to improve four skills such as listening, speaking, reading and writing. Speaking is one of the basic language skills that must be mastered by students. Through speaking, the students are able to express their idea and communication each other and with the society. Because speaking is used to express the needs request, information, service, etc.<sup>1</sup>Based on that reason, many methods and strategies had mastered by the teacher before they taught in a real class. In order, the active communication can build in anywhere and anytime.

Hence, teaching and learning speaking aim to give basic knowledge for the students to be able to communicate competence with the others. The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.<sup>2</sup> It means that

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<sup>1</sup> Gillian Brown and George Yule, *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*, (Australia: Cambridge University Press, 1989), 14

<sup>2</sup> Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge university press, 2008), 19.

speaking becomes the most important skill to be mastered in English second language.

Whereas, the success of language skill is not only depend on teacher skill but also many factors can influence it. One of them is language learning strategies of teacher in learning process. In this past, let see about Rebecca statement:<sup>3</sup>

“Learning strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence”.

It means that if teacher wants to increase student language skill, she should use the appropriate strategies in her class, especially speaking class.

At the second observation conducted by the researcher on Thursday 11 February 2016 at 11:00 am, it can be known that the teacher in speaking class of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo used social learning strategy to conduct the speaking class. Social strategy is one of appropriate strategies on speaking class. Mrs. Atik as the teacher of speaking class said that this strategy is interesting and more effective to develop the students' speaking ability. She has been trying to raise the students' aware of other thoughts and feeling by giving task to speech in front of the class, by the teacher had

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<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman),

given themes and they chose, then the students present in front of the class individually. In addition, she is also asking for clarification or verification and correction.<sup>4</sup>

Social strategies are strategies in which a learner interacts with one or more people in order to support learning.<sup>5</sup> So, this strategies require learners to communicate occurs between and among people. This strategies help learners learn through asking question, cooperating with others, and realizing other peoples' feeling.

There are some reasons why this research takes in MTsN Ponorogo. First, this school is the only one of Madrasah Tsanawiyah that applied PDCI (Peserta Didik Cerdas Istimewa) program in Ponorogo. Second, PDCI (Peserta Didik Cerdas Istimewa) is a new program in MTsN as a replacement program of accelerated classes that already existed. The last, the teacher of speaking class is using social strategies in her class.

Based on those statements, it is necessary to be observed by the researcher. The taken title of this study is SOCIAL LEARNING STRATEGIES IN TEACHING SPEAKING OF PDCI (PESERTA DIDIK CERDAS ISTIMEWA) PROGRAM AT MTsN PONOROGO IN ACADEMIC YEAR 2015/2016.

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<sup>4</sup> Look at Transcript of Interview coding 01/I/11-II/2016

<sup>5</sup> Margaret Bounchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc, 2005), 5



## **B. Research Focus**

This research focused on social learning strategies in speaking class of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016. In this research, PDCI (Peserta Didik Cerdas Istimewa) program also called the seventh grade of junior high school. This class consists of twenty three students.

## **C. Statement of the Problem**

Regarding the background of the study, this study promotes some problems formulated into:

1. How does the teacher apply social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016?
2. What are the advantages in using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016?

## **D. Objectives of the Study**

Concerning with the problem statements, this study has some objectives described as follows:

1. To describe social learning strategies applied in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) class program at MTsN Ponorogo in academic year 2015/2016

2. To define the advantages of using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016.

### **E. Significances of the Study**

The result of this study is expected to have its benefits to:

1. Benefit of the theory

The research can give contribution of developing knowledge in English learning process especially for PDCI class program. It can help to involve the students in learning process and understanding the essential of English learning well.

2. Benefit of the practice

- a. Teachers

Teacher is a major factor in the continuance of student's motivation. Here it is worth pointing out that his or her attitude to the language and the task of learning will be vital. It expected to give a teacher another new experience on learning speaking that students had. In order the teacher all already to face the challenge in education zone.

- b. Students

The result of study is expected to make students more exited appreciating in English learning and increase students' speaking ability.

c. Readers

Readers can use this research as reference that can be used anytime.

## **F. Research Methodology**

This section presents the research methodology that will be used in this study. The existence of research methodology has a good of guiding in the research in order to work systematically. It involves Research Design, Researcher's Role, Research Setting, Data Sources, Technique of Collecting Data, Data analysis, Verivication of Data Validity, and Research Procedure.

### **1. Research Design**

This research is applies a qualitative research. Qualitative research is conducted through an intense or prolonged contact with a field or life situation. These situations are typically banal or normal ones, reflective of the everyday life of individuals, groups, societies and organization.<sup>6</sup>

Qualitative research is a procedure which result descriptive data like written words or words from the people from their action that could be observe. A qualitative research thus refers to the meaning, concept, definition, characteristic, symbols and descriptive of things.

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<sup>6</sup> Matthew B Miles and Michael Huberman, An Exponded Sourcebook Qualitative Data Analysis, (California: Sage Publication, 1994), 6

It will be explored and made from a social phenomenon or environments that consist of actor, action, place and time.

There are five kinds of qualitative research, narrative research, phenomenology, grounded theory, ethnography and case study. This research is case study research. It means that this research phenomena or case happened in some place and time.<sup>7</sup>

Case study research is a special kind of qualitative work that investigates a contextualized contemporary (as opposed to historical) phenomenon within specified boundaries, Merriam (1998) offers examples of such bounded phenomena in education: “a program, an event, a person, a process, an institution, or a social group”. Defining the boundaries or specifying the unit of analysis is the key decision point in case study design.<sup>8</sup>

A case study is empirical enquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and which multiple sources of evidence are used.<sup>9</sup>

## **2. Researcher's Role**

In this research, researcher's role is very important, because the researcher is a key instrument in this qualitative research. The

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<sup>7</sup> J. Amos Hatch, *Doing Qualitative Research in Educational Setting*, (New York: State University of New York Press, 2002), 20

<sup>8</sup> *Ibid.*, 43

<sup>9</sup> David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), 76



researcher collects data themselves through examining documents, observing behavior, and interviewing participants. The researcher may use a protocol (an instrument for collecting data) but the researcher is the ones who actually gather the information. The researcher does not tend to use or rely on questionnaires or instruments developed by other researchers.<sup>10</sup> Therefore, the researcher's role in the field qualitative research is absolutely. The researcher's as a full observer and the subject of research know about it.

### **3. Research Setting**

This research has been conducted at MTsN Ponorogo in academic year 2015/1026. The reasons of researcher conducting the research at MTsN ponorogo are:

- a) It is one of the junior high school that has PDCI class program in Ponorogo.
- b) PDCI (Peserta Didik Cerdas Istimewa) is a new program in MTsN Ponorogo.
- c) The teacher of speaking class in MTsN Ponorogo is using social strategies in her class.

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<sup>10</sup> John W. Cresswell, Second Edition Qualitative Inquiry & Research Design Choosing Among Five Approache, (United States of America: Sage Publications Inc, 2007 ), 38

#### 4. Data Sources

Data source in the research are the subject where the data and information to be found.<sup>11</sup> In scientific research, data play in important role. The data are information from observation; interview and documentation. Data are used to answer the research problem. In this research, the data sources are:

- a) Primary sources are original materials that are closed to an event, and are often accounts written by people who are directly involved.<sup>12</sup> In this research, the primary data sources are the teacher of speaking class in PDCI (Peserta Didik Cerdas Istimewa) class and some students of PDCI (Peserta Didik Cerdas Istimewa) class. These subjects were chosen to obtain information about the application and the advantages of social learning strategies in teaching speaking of PDCI (Peserta Didik cerdas Istimewa) program at MTsN Ponorogo.
- b) Secondary sources provide an author's own thinking based on primary sources, generally at least one step removed from an event.<sup>13</sup> In this research the secondary sources are including documents from TU (historical, vision, mission and goal, geographical location, organization structure, condition of teachers

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<sup>11</sup> Creswell, J. W. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (Upper Saddle River, NJ: Pearson, 2005), 201

<sup>12</sup> [https://en.wikipedia.org/wiki/Wikipedia:Identifying\\_primary\\_and\\_secondary\\_sources\\_for\\_biology\\_articles](https://en.wikipedia.org/wiki/Wikipedia:Identifying_primary_and_secondary_sources_for_biology_articles), accessed at 27<sup>th</sup> February 2016

<sup>13</sup> Ibid

and students, facilitates and infrastructure) and photos about process teaching learning.

## 5. Technique of Collecting Data

There were three kind of data collection techniques used in this study; observation, in depth interview, and documentation.

### a) Observation

Observation is method of collecting data that apply a direct communication between researcher and informant. Here, the researcher does not participate in activities at the setting. He or she looks at the scene literally or figuratively through a one way mirror.<sup>14</sup> Here, researcher researched the phenomenon directly.

In qualitative research, Marshall and Rossman said that observation is a fundamental and highly important method in all qualitative inquiry. It frequently referred to as field note-detailed, nonjudgmental, concrete descriptions of what has been observed.<sup>15</sup>

Based on the statement above, it can be concluded that observation is a kind of methods for collecting data used to observe phenomenon while it is happening and to gather data from the subject of research.

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<sup>14</sup> Robert C. Bogdan & Sari Knopp Biklen, *Qualitative Research for Education an Introduction to Theory and Method*, (United state of America: Allyn and Bacon, 1992), 88

<sup>15</sup> Catherine, *Designing Qualitative Research*, (California: Sage Publication, 2006), 3.

In this research, the observation was applied to figure out of the Social learning Strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016.

b) In depth interview

Qualitative interview are special kinds of conversations or speech events that are used by researchers to explore information's' experiences and interpretation. Qualitative research also quite extensively on in depth interviewing by gathering information of people, activities, event, feeling, etc in depth.

There are two kinds of interview in qualitative research. There are closed interview and opened interview. In the closed interview, the questions focus on particular topics. The questions are used to guide the interview process. In opened interview, the interview gives respondent the freedom of speech without using the list of questions.

In this research, the interview was conducted to acquire information about Language learning Strategies in teaching speaking of PDCI (Peserta Didik cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016. The respondent of the interview was the teacher in teaching speaking of PDCI (Peserta Didik cerdas Istimewa) program, and its students.



c) Documentation

The third primary data collecting in qualitative studies is the act of recording something in a document. In qualitative research, observation is a fundamental and highly important method in all qualitative inquiry. It frequently referred to as field note-detailed, nonjudgmental, concrete descriptions of what has been observed.<sup>16</sup>

Based on the statement above, it can be concluded that observation is a kind of methods for collecting data used to observe phenomenon while it is happening and to gather data from the subject of research.

In this research, it included photographs of the implementation of social learning strategies in teaching speakin of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo, transcript of interview from teachers about the application of social learning strategies in speaking class of PDCI (Peserta Didik Cerdas Istimewa) program and its advantages for the teacher, transcript of interview from students about the advantages of using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program for them.

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<sup>16</sup> Ibid.

## 6. Data Analysis

Data analysis used in descriptive analysis. This technique has four components; data collection, data reduction, data display, conclusion.<sup>17</sup> The activities of collecting the data are done in the form of interactive.

### a) Data reduction

Data reduction is the transformation of numerical or alphabetical digital information derived empirically or experimentally into a corrected, ordered, and simplified form.<sup>18</sup> It means that in this stage, the researcher needs to separate the accurate data from inaccurate data that will be analyzed.

In this stage, the researcher is concentrating in how does social learning strategies apply in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo.

### b) Data display

Data display means a visual format that presents information systematically so the researcher can draw conclusion and take needed action.<sup>19</sup> So, data display is a stage of organizing the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, data display can present by brief narration text and matrix of interview

<sup>17</sup> Mathew B. Miles, and Michael. Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*, 10

<sup>18</sup> [https://en.wikipedia.org/wiki/Data\\_reduction](https://en.wikipedia.org/wiki/Data_reduction), accessed at 27<sup>th</sup> February 2016

<sup>19</sup> Matthew B. Miles. et. all, *Qualitative Data Analysis A Methods Sourcebook* 3<sup>rd</sup> Edition, (Washington DC: SAGE Publication Ltd), 108

about the applying of social learning strategies in teaching speaking and its advantages.

c) Drawing conclusion and verification

Drawing conclusion and verification normally appear in what we call an analytic text or narrative. Analytic narrative draws attention to the features of the displayed data and makes sense of them, knitting them together and permitting the analyst to draw conclusions and add interpretations.<sup>20</sup>

In this stage, the researcher trying to draw conclusions and add interpretations about the applying of social learning strategies in teaching speaking and its advantages.

## 7. Verification of Data Validity

Validity is the obtrusiveness of the inquiry itself. The fact of the investigator's presence on the scene and question he or she asks can heighten participants' self-consciousness about their own activities, particularly those activities that the investigator has expressed an interest in, and may motivate them to alter their testimony and even their behavior from its natural state.<sup>21</sup>

Although, some qualitative researchers argued that the term validity is not applicable to qualitative research, but at the same time, they have realized the need for some kind of qualifying check or

<sup>20</sup> Ibid., 117

<sup>21</sup> Mary M. Kennedy, *Assessing the Validity of Qualitative Data*, (Washington DC: National Institute of Education, 1984), 367

measure for their research. Validities show what the researcher observed suitable with the real case and is the world explanation given suitable with the real situation or event.<sup>22</sup>

“the validity of data gathered from the field was proved by doing triangulation step. Most researchers are comfortable using this methodology in their research. Bruce said, this might be why many previous qualitative research texts presented only a single research technology (participant observation, interviewing, or unobtrusive measures)”.

Triangulation is kind of technique of control the data reliability asked the other data to controlling needs or as comparison on the data. There are four steps in triangulation as kind of controlling technique to use a source, method, observer and theory.<sup>23</sup> The process of triangulation was done by checking the answers of the participants with learning process viewed from the document and activity whether same, or not.

## 8. Research Procedure

There are three procedures of this research:

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<sup>22</sup> Bruce Berg, *Qualitative Research Methods for the Social Sciences*, (United States of America: California State university), 3

<sup>23</sup> *Ibid*, 4



a) Planning

Before doing the research activity, the researcher must prepare the research material. The preparations in this research are;

- 1) Getting permission letter from the institution
- 2) Getting permission letter and approval from the school that will be researched.
- 3) Arranging the plan of research
- 4) Arranging the research instrument

b) Application

- 1) Observing social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo.
- 2) Analyzing the data
- 3) Making conclusion and recommendation

c) Reporting

In this activities, the researcher write a research report in the form of thesis writing about social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016.

## G. Organization of the Thesis

This research report will be organized in five chapters that interact one each others.

**CHAPTER I** Introduction. This chapter introduces the whole of the research content that involves: background of the study, research focus, statement of the problems, objectives of the study, and significances of the study, research methodology and organization of the thesis.

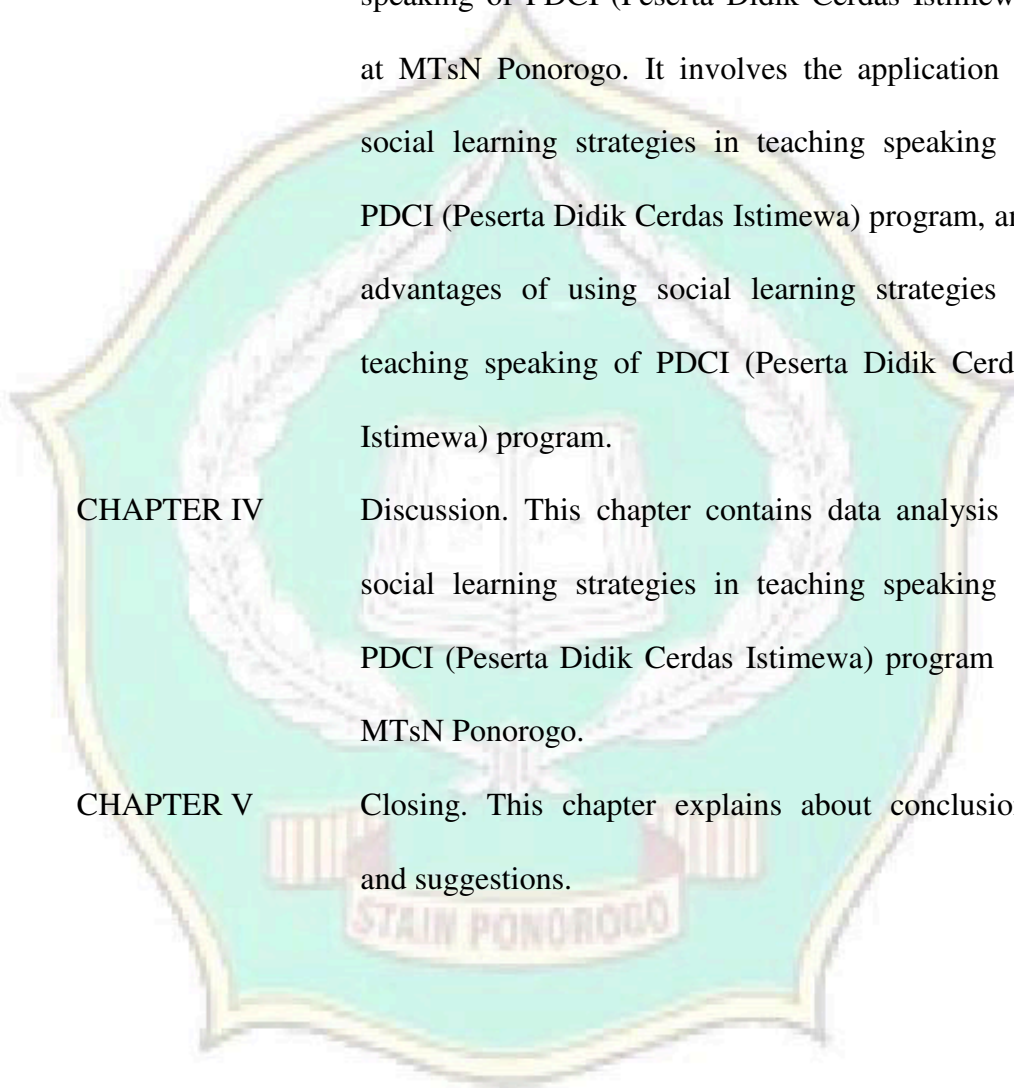
**CHAPTER II** Review of Related Literatures. This chapter applies the used theory as the frame work of conducting the research. It involves the definition of learning, theory of learning, definition of speaking, aspect of speaking, the characteristics of successful speaking, the difficulties of speaking, the definition of speaking learning strategies, the kinds of speaking learning strategies, the definition of social learning strategies, the kinds of social learning strategies, applying social learning strategies to the speaking skill, the definition of PDCI (Peserta Didik Cerdas Istimewa) program, the characteristics of PDCI (Peserta Didik Cerdas Istimewa), the cornerstone

juridical of PDCI (Peserta Didik Cerdas Istimewa) program, and previous study.

**CHAPTER III** Research Findings. This chapter contains the general data of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) at MTsN Ponorogo. It involves the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program, and advantages of using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program.

**CHAPTER IV** Discussion. This chapter contains data analysis of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo.

**CHAPTER V** Closing. This chapter explains about conclusions and suggestions.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section presents review of related literatures used in this study. The views of related literature have a goal in providing information concerned with the research problems. The researcher chooses some literatures; they are social learning strategies in teaching speaking and PDCI (Peserta Didik Cerdas Istimewa) program.

#### **A. The Nature Learning**

##### **1. Definition of Learning**

Learning is acquisition or getting something. Contemporary dictionaries defined that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. A more specialized definition might read as follow: learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice.<sup>24</sup> In short, learning is activity which influence for human thinks. Besides that learning also change human behavior.

In other words, Jarvis states that “Human learning is the combination of processes throughout a lifetime whereby the whole person-body (genetic, physical and biological) and mind (knowledge, skill, attitudes, values, emotions, beliefs and senses)-experiences social

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<sup>24</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*; fourth Edition, (Longman: San Fransisco State University, 2000), 7



situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person's biography resulting in a continually changing (or more experienced) person".<sup>25</sup> It means that learning is transformation process of experience into knowledge, skills, and attitudes.

The terms "Learning" can be defined as: The way through which the art of using skill and practice is given to learn it than it is learning.<sup>26</sup> In order, learning a language is requires the operation of an innate capacity possessed by all human beings. In our schools many subjects are our taught. English taught as second language because particular practice is given to the students to learn English. To learn English, the help of mother tongue is taken.

## 2. Theory of Learning

There are many theories of how people learn. What follows is variety of them, and it is useful to consider their application to how the pupils learn and the teacher teaches in educational program.<sup>27</sup>

### 1. Sensory Stimulation Theory

Traditional sensory stimulant theory has as its basic premise that effective learning occurs when the sense are stimulated. Laird found

<sup>25</sup> Knud Illeris, et al., Contemporary Theories of Learning, (New York : Routledge, 2009), 25

<sup>26</sup> M. F. Patel & Praveen M. Jain, English Language Teaching; Methods, Tools & Techniques, (Jaipur: Sunrise Publishers & Distributors, 2008), 36

<sup>27</sup> Lee Dun, "Theories of Learning", Oxford Brookes University, 1 (June, 2002), 1

that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next most effective (about 13%) and the other senses-touch, smell and taste-account for 12% of what we know.<sup>28</sup>

It means that by stimulating the senses of the students, especially the visual sense, learning can be enhanced.

## 2. Reinforcement Theory

This theory was developed by the behaviorist school of psychology, notably by B. F. Skinner. Skinner believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follow the behavior.<sup>29</sup>

Negative reinforcement also strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other hand, weakens a behavior because a negative is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced. Punishment creates a set of conditions which are designed to eliminate behavior.<sup>30</sup>

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<sup>28</sup> Ibid

<sup>29</sup> Ibid

<sup>30</sup> R. Burns, *The Adult Learner at Work*, (Sydney: Business and Professional Publishing, 1995), 108

Based on the several views above, it concludes that the students' learning process is influenced by positive and negative behavior which it had given to them.

### 3. Cognitive-Gestalt Approaches

Burns notes that this theory has developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts.<sup>31</sup>

It means that the students' learning process depend on their needs and interpretation of something.

### 4. Holistic Learning Theory

Laird said that the basic premise of this theory is that the individual personality consist of many elements ... specifically ... the intellect, emotions, the body impulse (or desire), intuition and imagination.<sup>32</sup>

Based on that statement, we know that the students' personality is affect on their learning process.

### 5. Facilitation Theory (The Humanist Approach)

As Lee Dun quoted in journal, Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external

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<sup>31</sup>Lee Dun, "Theories of Learning", Oxford Brookes University, 1 (June, 2002) , 2

<sup>32</sup>Ibid.

factors.<sup>33</sup> It means that teacher's class management also affect on students' learning process.

Other characteristics of this theory include:<sup>34</sup>

- a) A belief that human beings have a natural eagerness to learn
- b) There is some resistance to, and unpleasant consequences of, giving up what is currently held to be true
- c) The most significant learning involves changing one's concept of oneself

a) Facilitative teacher are:

- (1) Less protective of their constructs and beliefs than other teachers
- (2) More able to listen to learners, especially to their feelings
- (3) Inclined to pay as much attention to their relationship to their learner as to the content of the course
- (4) Apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior.

b) Learners:

- (1) Are encouraged to take responsibility for their own learning
- (2) Provide much of the input for the learning which occurs through their insight and experiences

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<sup>33</sup> Ibid

<sup>34</sup> Ibid

(3) Encouraged to consider that the valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problem or achieving significant result.

## **B. The Nature of Speaking**

### **1. Definition of Speaking**

Brown and Yule stated in their book, speaking is to express the needs request, information, service, etc.<sup>35</sup> The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information or service. Most people might spend of their everyday life in communicating with other. Revel defines communication as follow: “communication of ideas, of opinions, of feeling”<sup>36</sup> Therefore, communication involves at least two people where both the sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones stated, speaking is a form of communication.<sup>37</sup> We can say that the speaker must consider the person they are talking to as listeners, the activity that the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a

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<sup>35</sup> Gillian Brown and George Yule, *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*, 14

<sup>36</sup> Jane Revell, *Teaching Technique for Communicative English*, (London: Macmillan Press Ltd), 27

<sup>37</sup> Rhodi Jones, *Speaking and Listening*, (London: The Bath Press, 1989), 14



process of achieving goals that involves transferring messages across, Jone said, “How you say something can be important as what you say in getting your meaning across.”<sup>38</sup> Therefore, speaking process should pay attention to what and how to say as well as to whom appropriately. From the definitions above the researcher concludes that one of important aspects in speaking is there is a communication or interaction between the speaker and listener.

## 2. Aspect of Speaking

There are four components to make students fluent in speaking or producing speech, namely vocabulary, pronunciation, and grammar. Moreover, the components/aspect in speaking are:

### a. Fluency

Fluency is the capacity to speak fluidly, confidently and at rate consistent with the norms of the relevant native speech community.<sup>39</sup> It means that we do not have very ignored quality of speaking, but we have to speak English fluently and understandable.

Fluency is an important dimension of communication. From the definition above, researcher said that fluency is one aspect that must be improved in speaking, because the successful in speaking is people can speak fluently, confident on their saying as native speaker. In other words, fluency means being able to

<sup>38</sup> Ibid.,

<sup>39</sup> Katheen M. Bailey, *Language Teaching Speaking Practical English*, (Singapore: McGraw-Hill, 2005), 5

communicate your ideas without having to stop and think too much about what you are saying.

b. Accuracy

Accuracy is the ability to speak properly that is selecting the correct words and expression, to convey the intended meaning. Accuracy involves over the linguistic code.<sup>40</sup> It means that accuracy in speaking process is also important, because it is needed to make information in order it can be understood by listener. As the result of this, there is not miscommunication or misunderstanding in speaking process.

1) Grammar

Grammar is set of language or norms of language and rules must be follow when learn about language rightly. This component is the step of language that fulfills in order to receive the language. For examples of grammar are noun, verb, adjectives, and tenses and so on. Grammar is a very old field of study.<sup>41</sup> It means that grammar is rules of language.

2) Pronunciation

Pronunciation refers to the way a word or language in spoken, or the manner in which someone utters a word.

Pronunciation is an essential ingredient of oral

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<sup>40</sup> Ibid., 124

<sup>41</sup> Anne Seaton Y. H. Mew, Basic English Grammar for English Language Learners, (Singapore: United States of America, 2007), 5

communication.<sup>42</sup> As the result of this, pronunciation is the way to talk some words of language.

## 2) Vocabulary

Penny states that vocabulary can be defined, roughly, as the words we teach in foreign language.<sup>43</sup>

Vocabulary is very important in speaking because people who have many vocabularies in their mind will be able to convey in the different word.

## 3. The Characteristics of Successful Speaking

The students must have good speaking ability in order to success in English Learning. They are:<sup>44</sup>

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by the learner talk.
- b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it.

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<sup>42</sup>Ibid., 6

<sup>43</sup>Penny Ur, A Course in Language Teaching (Practice and Theory), (Cambridge: Cambridge University Press, 1996), 60

<sup>44</sup>Ibid., 120

- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and language acceptable level of language accuracy.<sup>45</sup>

The students' compete to get the best score in speaking class. Therefore, the students must have ability; to talk a lot, have participation in talking, high motivation and acceptable level to get speaking successfully.

#### 4. The Difficulties of Speaking

There are some characteristics of difficulties to produce the spoken language, they are:<sup>46</sup>

a. Clustering

Fluent speech is phrasal, not word-by-word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms

Contractions, elisions, reduced vowels etc; all form special problems in teaching spoken English.

d. Performance variables

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<sup>45</sup> Ibid

<sup>46</sup> H. Douglas Brown, *Teaching by Principles of an Interactive Approach to Language Pedagogy*, (Longman: San Fransisco, 2001), 270

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words; idioms and phrases of colloquial language and they get practice in producing these forms.<sup>47</sup>

f. Rate of delivery

Another salient characteristics of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in vacuum-without interlocutors-would rob speaking

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<sup>47</sup> Ibid



skill of its richest component; the creativity of conversational negotiation.<sup>48</sup>

From all difficulties that mention above, these all are caused by problems that happened in the classroom or in the speaking class. The students feel shy and afraid to make mistake, finally they decided to be listener in speaking class.

## **C. Speaking Learning Strategies**

### **1. The Definition of Speaking Learning Strategies**

Speaking learning strategies refer to those steps or operations used by learner to facilitate their acquisition, storage, retrieval, and use of information.<sup>49</sup> In order to improve their progress in apprehending, internalizing, and using the second language, people use specific actions, behaviors, steps, or techniques. In this way, people make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation.

### **2. The Kinds of Speaking Learning Strategies**

There are two kinds of speaking learning strategies. The clearly explanation will be conveyed below:<sup>50</sup>

#### **a) Direct Learning Strategies**

<sup>48</sup> Ibid., 271

<sup>49</sup> <https://en.wikipedia.org/wiki/Wikipedia:social-strategies>), accessed on 27<sup>th</sup> February 2016

<sup>50</sup> R.L. Oxford, *Language Learning Strategies : What Every Teacher Should Know*, (Boston: Heinle & Heinle, 1990), 16

Direct Learning Strategies is the strategies that directly involve the target language. In this case is the target of speaking.<sup>51</sup> It consists of:

1) Memory learning Strategies

Memory strategies include grouping, imagery, rhyming, moving physically, and structured reviewing.<sup>52</sup> It helps learners save and use the information. Learners use classified pictures and sound to assist in our memory; that is, learners use memory strategies. Storage and retrieval of new information are the two key functions of memory strategies. People should use the strategies to memorize new words or grammar.

To apply memory strategies for speaking, will be conveyed below:<sup>53</sup>

a. Creating Mental Linkages

This is the most basic memory strategies and the foundation of more complex memory strategies. Placing new words into a context is the kind of memory strategies for speaking class.

b. Applying Images and Sounds

These strategies are useful for remembering new expressions that have been heard or read. For speaking class,

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<sup>51</sup>Ibid., 37

<sup>52</sup> Jack C. Richards, et. al. Methodology in language Teaching: An Anthology of Current Practice, (Cambridge: Cambridge University, 2002), 128

<sup>53</sup> R.L. Oxford, Language Learning Strategies : What every Teacher Should know, 58-66

these strategies consist of representing sounds in memory and reviewing well.

## 2) Cognitive learning strategies

Cognitive strategies involve reasoning, analyzing, summarizing, and practicing.<sup>54</sup> These strategies promotes learners to realize and make use of language; contains practice and sending messages, analyzing and reasoning, creating structure for input. When you find something you can't memorize easily, you can use the strategies.

To apply cognitive strategies for speaking, will be conveyed below:<sup>55</sup>

### a. Practicing

The first and perhaps most important set of cognitive strategies, practicing, contains four strategies: repeating, formally practicing with sounds and writing systems, recognizing and using formulas a patterns, and recombining practicing naturalistically.

### b. Receiving and sending messages

This set consists of using resources for receiving and sending messages.

### c. Analyzing and reasoning

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<sup>54</sup> Jack C. Richardss & Willy A. Renandy, ct. al. Methodology in language Teaching: An Anthology of Current Practice, 128

<sup>55</sup> R. L. Oxford, Language Learning Strategies : What every Teacher Should know, 70-82

The three strategies in this set help learners to use logical thinking to understand and use grammar rules and vocabulary of the new language. These are reasoning deductively, translating, and transferring.

### 3) Compensatory learning Strategies

Compensatory (to make up for limited knowledge) strategies include guessing meanings from the context and using synonym and gestures to convey meaning.<sup>56</sup> Compensatory strategies help learners offset shortage of language learning ability. It's important to those who fail to learn language. It can help learners come up with the solutions when facing difficulties. It is guessing intelligently, overcoming limitations in speaking and writing.

All the compensation strategies for speaking contribute to learning by allowing learners to stay in conversations. Some of these strategies also provide new knowledge in a more obvious way. These strategies consist of switching to the mother tongue, getting help, using mime or gesture, and avoiding communication partially or totally.<sup>57</sup>

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<sup>56</sup> Jack C. Richards & Willy A. Renandy, ct. al. Methodology in language Teaching: An Anthology of Current Practice, 128

<sup>57</sup> R.L. Oxford, Language Learning Strategies : What every Teacher Should know, 94-95

## b) Indirect learning strategies

Indirect strategies are divided into meta-cognitive, affective and social strategies. All these strategies are called “indirect” because they support and manage language learning without directly involving the target language.<sup>58</sup> Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills; listening, reading, speaking, and writing.

### 1) Social Learning Strategies

Social strategies are strategies in which a learner interacts with one or more people in order to support learning.<sup>59</sup> So, this strategies require learners to communicate occurs between and among people.

This strategies help learners learn through asking question, cooperating with others, and realizing other peoples’ feeling. If you contact others, then you are using these strategies. Our relationship between people is important, and the relationship can help us to do something that we can’t finish it by ourselves.<sup>60</sup>

### 2) Meta-cognitive learning strategies

Meta-cognitive strategies involve paying attention, consciously searching for practice opportunities, planning for

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<sup>58</sup> Ibid., 135

<sup>59</sup> Jack C. Richardss & Willy A. Renandy, ct. al. Methodology in language Teaching: An Anthology of Current Practice, 123

<sup>60</sup> R.L. Oxford, Language Learning Strategies : What every Teacher Should know, (Boston: Heinle & Heinle, 1990), 169



language task, self-evaluating progress, and monitoring errors.<sup>61</sup>

Meta-cognitive strategies are the strategies that learners use to unite the process of language learning. Only when you are concentrating can you get knowledge easily.

The three sets of meta-cognitive strategies are:<sup>62</sup>

a. Centering your learning

Finding a focus or center for learning speaking is important no matter what the language skill. these strategies consist of overiewing and linking with already known material, paying attention, delaying speech production to focus on listrening.

b. Arranging and planning your learning

The six strategies for arranging and planning are helpful in developing all language skills. It consist of finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities.

c. Evaluating your learning

The two strategies in this set relate to monitoring one's own errors and evaluating one's overall progress. Both are useful in all the skill areas. These are self monitoring and self evaluating.<sup>63</sup>

3) Affective learning strategies

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<sup>61</sup> Jack C. Richardss & Willy A. Renandy, ct. al. Methodology in language Teaching: An Anthology of Current Practice, (Cambridge: Cambridge University, 2002), 128

<sup>62</sup> R.L. Oxford, Language Learning Strategies : What Every Teacher Should know, 152-162

<sup>63</sup> Ibid.

Affective strategies include anxiety reduction, through laughter and meditation, self-encouragement through affirmation, and self-reward through praise and tangible, reinforcement.<sup>64</sup> Affective strategies help learners adjust their learning emotion, attitude, intentions, and the standard of value. Learners use the strategies to control themselves to have a good condition to learn language.

#### **D. Social Learning Strategies**

##### **1. The Definition of Social Learning Strategies**

Social strategies are the strategies that social interaction plays a fundamental role in the process of cognitive development. Vygotsky felt social learning precedes development.<sup>65</sup> Rebecca states that social strategies are strategies in which a learner interacts with one or more people in order to support learning.<sup>66</sup> So, this strategies require learners to communicate occurs between and among people. This strategies help learners learn through asking question, cooperating with others, and realizing other peoples' feeling. If you contact others, then you are using these strategies. Our relationship between people is important, and the relationship can help us to do something that we can't finish it by ourselves. In such case, Social strategies are very important.

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<sup>64</sup> Jack C. Richardss & Willy A. Renandy, et. al. *Methodology in language Teaching: An Anthology of Current Practice*, 128

<sup>65</sup> Alex Kozulin. et. al, *Vygotsky's Educational Theory in Cultural context*, (New York: Cambridge University Press, 2003), 246

<sup>66</sup> R.L. Oxford, *Language Learning Strategies : What Every Teacher Should know*, 145

## 2. The Kinds of Social Learning Strategies for The Speaking Skill

Rebecca has divided social learning strategies for the speaking skill into three sets. Three sets of social strategies, each set comprising two specific strategies, are included here: Asking question, Cooperating with others, and Empathizing with others. These can be remembered by using their acronym, ACE. One of the most basic social interactions is asking questions, an action from which learner's gain great benefit.<sup>67</sup> Asking questions help learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners. Moreover, the conversation partner's response to the learner's question indicates whether the question itself was understood, thus providing indirect feedback about the learner's production skills.

Those promote learning cooperatively. In addition, to asking questions, cooperating in general with peers and with more proficient users of the target language. Cooperation implies the absence of competition and the presence of group spirit. It involves a cooperative task structure or a cooperative reward structure, either of which can encourage "positive independence" and mutual support. Many studies outside of the language learning field have strongly demonstrated the

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<sup>67</sup> Ibid

utility of cooperative learning strategies. There is the Diagram of the social Strategies:<sup>68</sup>

<b>Social Learning Strategies</b>	<b>Asking questions</b>	<ol style="list-style-type: none"> <li>1. Asking for clarification or verification</li> <li>2. Asking for correction</li> </ol>
	<b>Cooperating with others</b>	<ol style="list-style-type: none"> <li>1. Cooperating with peers</li> <li>2. Cooperating with proficient users of the new language</li> </ol>
	<b>Empathizing with others</b>	<ol style="list-style-type: none"> <li>1. Developing cultural understanding</li> <li>2. Becoming aware of others thoughts and feelings</li> </ol>

**Table 1.1 Social Learning Strategies**

Empathy is the ability to “put yourself in someone else’s shoes” in order to better understand that person’s perspective. Empathy is essential to successful communication in any language; it is especially necessary, although sometimes difficult to achieve, in learning another language.<sup>69</sup> People differ in their natural ability to feel and demonstrate empathy. However, social strategies can help all learners increase their ability to empathize by developing cultural understanding and becoming aware of others’ thoughts and feelings.

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<sup>68</sup>Ibid

<sup>69</sup>Ibid., 146

### 3. Applying Social Learning Strategies to The Speaking Skill

There are the kinds of applying social learning strategies to the speaking skill:<sup>70</sup>

#### a. Asking questions

This set of strategies includes asking for correction. This strategy is mostly used in speaking and writing, because errors which are most obvious to other people occur in producing the new language. It is related to the strategy of self-monitoring, in which students notice and correct their own difficulties. In a spoken conversation, learners can ask the other person for correction of important problems.<sup>71</sup>

It means that asking question in speaking is the strategy of students' self-monitoring and correction of important problems with the other students.

#### b. Cooperating with Others

This cooperation requires that the learner interact well with both peers and more proficient language users. It consists of:<sup>72</sup>

##### a) Cooperating with peers

This strategy involves a concerted effort to work together with other learners on an activity with common goal or reward. Games, simulations, and other active exercises challenge students

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<sup>70</sup> Ibid., 169

<sup>71</sup> Ibid., 171

<sup>72</sup> Ibid



to develop their ability to cooperate with peers while using a variety of language skills.<sup>73</sup>

It means that this strategy require the students to develop their ability in a peers or group in the learning process.

b) Cooperating with proficient users of the new language

This strategy involves taking specific steps to enhance communication with a proficient user of the new language.<sup>74</sup>

**c. Empathizing with others**

It involves:

a) Developing cultural understanding

Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Such knowledge also helps learners know what is culturally appropriate to say aloud or in writing. Outside of the classroom, encourage students to find out all they can about the target culture through reading, going to lectures, or watching films the target language.<sup>75</sup>

It means that this strategy requires the students to develop their knowledge from many other sources.

b) Becoming aware of others' thoughts and feelings

Learners can purposefully become aware of fluctuations in the thoughts and feelings of particular people who use the new

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<sup>73</sup> Ibid.

<sup>74</sup> Ibid.

<sup>75</sup> Ibid., 172

language. Such awareness brings learners closer to the people they encounter, helps them understand more clearly what is communicated and suggests what to say and do. Observing the behavior of others during face-to-face communication often sharpens this awareness.<sup>76</sup>

In means that the students become aware of the feelings of others as expressed in speaking.

### **3. The Nature of PDCI (Peserta Didik Cerdas Istimewa) Program**

#### **1. The Definition of PDCI (Peserta Didik Cerdas Istimewa) Program**

According to Davis, PDCI (Peserta Didik Cerdas Istimewa) program refers to an attempt to make the students learn the material more quickly.<sup>77</sup> While Colangelo in Davis states that PDCI (Peserta Didik Cerdas Istimewa) program or acceleration help students who are academically smart, without changing them socially and emotionally.<sup>78</sup>

According to Silverman in Supriyanto, PDCI (Peserta Didik Cerdas Istimewa) program developments that are not as they should be in a high level of knowledge and ability in the highest intensity in creating his own experience as well as an awareness of the differences of normal development.<sup>79</sup>

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<sup>76</sup>Ibid., 173

<sup>77</sup> Siti Mukaromah, "Skripsi Pembelajaran Sejarah pada Kelas Cerdas Istimewa/ Bakat Istimewa (CI/BI) di SMA Negeri 1 Purwokerto," (Tesis, Universitas Negeri Semarang, 2013), 3

<sup>78</sup>Ibid., 22

<sup>79</sup> Ibid., 23

From the explanation above, researcher get the point that PDCI (Peserta Didik Cerdas Istimewa) program is a program for students who have exceptional intelligence / talent that can complete their education faster than the specified time at each level of education, in this case is the student in PDCI (Peserta Didik Cerdas Istimewa) program of MTsN Ponorogo.

## 2. The Characteristics of PDCI

According Hoogeveen in Savira, intelligent signals and special talented individual can be detected through growth signals, personality, and intellect.<sup>80</sup>

According to Dabrowski in savira, the growth of intelligent child and development have a special talent overexcitability (superstimulabilitas) in aspects of growth and development. Dabrowski also states that developments which overexcitability explained by the idea that an intelligent and gifted child privileged thrive in conditions that are very (extremely) sensitive in some areas. Growth area in question is the area of psychomotor, intellectual, sensuality, imagination, and emotion.<sup>81</sup>

It means that the developments of smart talented individuals are different from development with other children on her age that can be observed from what appears in their personality, intellectual, and intelligent.

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<sup>80</sup> Ibid., 26

<sup>81</sup> Ibid

The Characteristics of special smart and talented students (PDCI) are:<sup>82</sup>

- a. Fluent
- b. They have a high curiosity
- c. They have high ability to think logically and criticism
- d. capable of self-learning
- e. resilient in the face of adversity
- f. they have a clear goal in action
- g. carefully and thoroughly
- h. they able to think with some troubleshooting
- i. asked him wide
- j. have high imagination
- k. easy and quick to learn
- l. able to express and defend opinions
- m. able to concentrate
- n. do not need motivation from the outside

### 3. The Cornerstone Juridical of PDCI (Peserta Didik Cerdas Istimewa) Program

Undang-Undang Dasar 1945 pasal 31 states that “setiap warga negara berhak mendapatkan pendidikan”.<sup>83</sup> This cornerstone is eliminating discrimination both by economic background, ethnicity or

<sup>82</sup> <http://sman78-jkt.sch./sumberbelajar/dokumen/SISWA/CEDAS/ISTIMEWA.pdf>, accessed at 20<sup>th</sup> December 2015

<sup>83</sup> Undang-Undang Dasar 1945 pasal 31

other conditions. This brings the consequence that the special intelligence students are not discriminated against unfairly by imposing the same way as regular students. It is unfair because different students are subject to the same service with regular service.

Law on National Education System Article 5 paragraph 4 states that citizens who have the special intelligence and talents are entitled to special education.<sup>84</sup> Law on National Education System Article 32 paragraph 1 states that special education is an education for students who have difficulty in following the learning process because of physical, emotional, mental, social, and / or have the potential of intelligence and special talents. Law on National Education System Article 15 mentions the type of education includes general education, vocational, academic, professional, vocational, religious and special.<sup>85</sup>

Special education has the connotation of service and learning the different components (differentiation). Special attention to children's intelligence and special talents is one way to develop the potential of learners as a whole and optimal.

#### **4. Previous Study**

These are previous research that is found by the researcher. This research is started from previous research findings that is conducted by Mas Uli N'mah entitle "*Investigating Students' Speaking Learning Strategies at*

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<sup>84</sup> Undang-Undang Sistem Pendidikan Nasional Pasal 5 ayat 4

<sup>85</sup> Undang-Undang Sistem Pendidikan Nasional Pasal 32 ayat 1



*STAIN Tulungagung*".<sup>86</sup> The research focuses on the learning strategies that is used by students in speaking at STAIN Tulungagung and the contribution of students' speaking strategies to their speaking. The conclusions of the research are the speaking strategies they apply are meta-cognitive strategies and socio-affective strategies and the contribution of students' speaking strategies are: a) Learning English components such as grammar, vocabulary and its pronunciation, and working directly in L2, b) checking and verifying friends' performance, and reading books are contributive toward students' speaking, listening and reading skill also English components (vocabularies, grammar and pronunciation) improvement.<sup>87</sup>

The second is Dyan Pratiwi. His research's title is "Language Learning Strategies at Bilingual Program of SMPN 2 Ponorogo in Academic Year 2013/2014". The research focuses on the language learning strategies that are used by students in bilingual program at SMP Negeri 2 Ponorogo, the implementation of students' language learning strategies, and the strengths and weaknesses of language learning strategies. The conclusions of the research are the students in Bilingual Program of SMPN 2 Ponorogo used social strategy and meta-cognitive strategy, the implementation of social strategy depend on teacher teaching technique whereas the implementation of meta-cognitive strategy are very closely with the organizer well by themselves, and the strengths of social strategy are to make students more

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<sup>86</sup> Mas Uli Ni'mah, "*Investigating students' Speaking Learning strategies at STAIN tulungagung*" (Thesis, STAIN Tulungagung, 2013)

<sup>87</sup> Ibid.

independent both in learning and solving problems, students are more active in language learning, motivate students to perform better in front of class confidently, foster a sense of caring towards group partner, and make students become more creative whereas the weakness of social strategy are requires more time, also cannot be applied to every student in a bilingual classroom.<sup>88</sup>

The other previous research finding relates to in this research is a thesis entitled "*Pembelajaran Sejarah Pada Kelas Cerdas Istimewa/Bakat Istimewa*". Which is written by Siti Mukaromah. A thesis from Semarang State University, Semarang 2013. The research focuses on the implementation of teaching history on Cerdas Istimewa/Bakat Istimewa class (CI / BI) at SMA Negeri 1 Purwokerto and the obstacles encountered in the implementation of teaching history on Cerdas Istimewa/Bakat Istimewa class (CI / BI) at SMA Negeri 1 Purwokerto. The conclusions of the research are the implementation of Cerdas Istimewa/Bakat Istimewa class (CI / BI) in SMA Negeri 1 Purwokerto is yet to implement differentiated curriculum but using the same curriculum as the regular class is 2006 curriculum and the problem faced by teachers is difficulties in time management.<sup>89</sup>

The differences between research finding and this study are:

- a. The thesis from Mas Uli Ni'mah focused on the learning strategies used by students in speaking at STAIN Tulungagung . Hence, this

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<sup>88</sup> Dyan Pratiwi, "Thesis Language Learning Strategies at Bilingual Program of SMPN 2 Ponorogo in Academic Year 2013/2014" (Thesis, STAIN Ponorogo, 2014)

<sup>89</sup> Siti Mukaromah, "Skripsi Pembelajaran Sejarah pada Kelas Cerdas Istimewa/ Bakat Istimewa (CI/BI) di SMA Negeri 1 Purwokerto," (Tesis, Universitas Negeri Semarang, Semarang, 2013)

research finding tries to know what are the kind of language learning strategies that is used in STAIN Tulungagung. Another it, this research finding has been researching for university level. As well as, the purpose of this study is more specific and concern on social learning strategies on speaking class of PDCI program at junior high school level.

- b. Thesis from Dyan Pratiwi focused on the language learning strategies in Bilingual Program of SMPN 2 Ponorogo. Hence, this research finding tries to know what are the kind of language learning strategies that is used in Bilingual program. As well as, the purpose of this study is more specific and concern on social learning strategies on speaking class of PDCI program.
- c. Thesis from Siti Mukaromah focused on the learning process of history lesson in CI / BI in SMA Negeri 1 Purwokerto. While this study focused on the learning process on speaking class of PDCI program.

So the researcher takes this research result to be previous finding, because it has a relationship in this research. In other hand, the previous study finding can help this research in some aspects.

## CHAPTER III

### RESEARCH FINDINGS

This chapter contains the general data of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) at MTsN Ponorogo which has been found by researcher. It involves the application of social learning strategies in speaking class of PDCI (Peserta Didik Cerdas Istimewa) program, and advantages of using social learning strategies in teaching speaking class of PDCI (Peserta Didik Cerdas Istimewa) program.

#### **A. The Application of Social Learning Strategies in Teaching Speaking of PDCI (Peserta Didik Cerdas Istimewa) Program at MTsN Ponorogo**

As same as regular program, the students of PDCI (Peserta Didik Cerdas Istimewa) program often felt that English is very difficult. Moreover, in speaking skill, they were fear and anxiety when they have speaking class. These make students passive and do not pay attention to teacher when the lesson is in progress. So preparation for the learning activities, teacher has to plan things that will make reduce in conducting learning activities, and also selecting the strategies of learning, all of those hoping can make them happy and interested in speaking class.

PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo is implemented in the VII class. It is a new program as a replacement program of accelerated classes that already existed. MTsN Ponorogo is the only one of



Madrasah Tsanawiyah that implemented PDCI (Peserta Didik Cerdas Istimewa) program in Ponorogo. This class consists of twenty three students, four boys and nineteen girls. Mr. Latif Usman wahid S.Ag is the Chief of PDCI (Peserta Didik Cerdas Istimewa) program.<sup>90</sup>

The cornerstone juridical of PDCI (Peserta Didik Cerdas Istimewa) Program at MTsN Ponorogo are:

- a. The second law of 1989 on National Education System. It is replaced by:
  1. The 20<sup>th</sup> law of 2003 on Article 5, paragraph 4: "the Citizens who have potential intelligence and special talents are entitled to special education"
  2. Article 12, paragraph 1: ".Each students at any educational institution is entitled:
    - a. to be educated in accordance with their talents, interests, and abilities;
    - b. complete the educational program in accordance with the speed of their learning and do not deviate from the provisions set time limit"

The curriculum of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo is more leaning on 2013 curriculum. Mrs. Atik said that 2013 curriculum is used in this program because it is a new program in this education year. PDCI (Peserta Didik Cerdas Istimewa) program at MTsN

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<sup>90</sup> Dinas Pendidikan Provinsi Jawa Timur. Pendidikan Khusus Bagi Peserta Didik Cerdas Istimewa/Bakat Istimewa , (Surabaya: Dinas Pendidikan Provinsi Jawa Timur, 2015), 1-33

<sup>91</sup>Ibid



Ponorogo used SKS system like at university program. In Permendikbud No. 61 of 2014 on Unit Level Curriculum stated that the SMP / MTs, 1 (one) SKS consist of: 40 minutes face-to-face activity, 40 minutes of structured activity, and 40 minutes of independent activity.<sup>92</sup> PDCI (Peserta Didik Cerdas Istimewa) program also have a new subject in this semester, speaking class.

From the interview with Mrs. Sugi Hartatik M.Pd, on 14<sup>th</sup> May 2016, the learning processes in teaching speaking are:

“The learning processes in teaching speaking for PDCI (Peserta Didik Cerdas Istimewa) program is as same as regular program. Firstly, curriculum used in this program is 2013 curriculum. Next, the teacher should prepare lesson plan before entering the class, use the appropriate learning strategies, material, and set of assessment”.<sup>93</sup>

The teacher used social learning strategies in teaching speaking. It could make every students got opportunity to practice English language in the classroom. As well as, students become more independent in teaching speaking process..

According to Mrs. Sugi Hartatik M.Pd as the teacher of speaking class:

“In my opinion, social learning strategies is considered effective to be one of alternative strategies for teaching speaking for several reasons: 1) Social learning strategies facilitate students to develop knowledge and skills in accordance with their ways of learning, 2) Social learning strategies provides chance for students to explore spoken language through activities in group as well as individually in the use of language”.<sup>94</sup>

In line, Mrs. Sugi Hartatik M.Pd also stated that:

“Through social learning strategies, students are expected to be more independent both in learning and solving problems. It means that students become more active in asking for clarification or verification with other

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<sup>92</sup> Permendikbud No. 61 of 2014

<sup>93</sup> Look at Transcript of Interview coding 02/II/14-V/2016

<sup>94</sup> Look at Transcript of Interview coding 01/II/11-II/2016

students in learning process. In addition, the teacher just acts as a controller of the class”.<sup>95</sup>

Researcher did observation the area of speaking class at MTsN Ponorogo, researcher was really touched. The class is very different. It is very clean and comfortable. There are some special facilities in this class; air condition, white board, a computer, speaker, LCD projector and bulletin board for the students.

Then, there are three steps in implementation social learning strategie in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program. The steps are opening, main activities, and closing. Based on the interview done by researcher at 24<sup>th</sup> May 2016, the implementation of social learning strategies on speaking class of PDCI (Peserta Didik Cerdas Istimewa) program:

“Regarding with the main activity, in teaching and learning speaking process, teacher followed three main steps activities in lesson plan: opening, main activity, and closing”.<sup>96</sup>

From the observation done by the researcher on the same day, the implementation of social learning strategies on speaking class of PDCI (Peserta Didik Cerdas Istimewa) program:

Before starting the class, teacher made preparation of lesson plan. Besides, the teacher also prepared material that was used in speaking class. The material was taken from Kasihani book and internet. The teacher made a speech text in form of Microsoft word and Power Point. The teacher prepared theory question and set of assessment. The media that used in speaking class is computer and LCD. After all preparation was ready, teacher went to the class. The speaking class was about 2 hours.

Teacher started the lesson by giving motivation and ice breakers to burn students’ spirit in speaking class. Next, after knowing students ready to get new material about speech, teacher gave the explanation about the material

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<sup>95</sup> Ibid

<sup>96</sup> Look at Transcript of Interview coding 03/I/24-V/2016

by using the LCD. The teacher showed a video which contains about a student who was speech in front of the class. Then, the students watch and observe the video. After that, the teacher showed a speech text on the LCD. After that, the teacher asked the students to read that steps by steps carefully. The teacher gives chance to the students to ask questions about speech material that they had seen. They discussed the questions that have arisen with the other students. If they did not find the solution, the teacher will help them to understand it later. Then the teacher asked the students if there any difficulties in this material and the teacher explain more. Next, the teacher had given themes and they chose then they present in front of the class individually. The teacher has given generous source for students to search other speech text from any source, either books or internet. Next, one of the students presents their speech in front of the class by using the lottery numbers, while the other students have a role as the audience. After that, the teacher asks the speech presenter to give questions about her speech material to the audience. The speech presenter chose two audiences to answer the question that he would give. The teacher evaluated the students' speech presentation about their fluency and pronunciation. The last, teacher-reviewed the material, took the conclusion, and closing. Class was done.<sup>97</sup>

Based on the observation and interview, the implementation of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program are as follow:

a) Opening

In the opening, the teacher greeted the students and asked about students' condition. If the students were not ready to start the lesson, teacher should give motivation to get their spirit in speaking class. Next the teacher asked the previous lesson.

Before going to the speaking material, the teacher gave more motivation and played some ice breakers in a few minute to get their concentration. Sometimes, the teacher turned on the melody of the music to make students enjoy in teaching learning process at speaking class.

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<sup>97</sup> Look at observation transcript number 01/O/24-V/2016

## b) Main Activities

Because of the teacher used 2013 curriculum, there are four steps on this part:

### 1. Observing (Mengamati)

The teacher displays a video related to the material that it is being discussed. After that, they see another examples of material in the form of power point in LCD. The teacher tells the students to pay attention to the video and the material carefully without gives the slightest explanation about that.

### 2. Asking (Menanya)

After watching the video and material in the LCD, the teacher gives chance to the students to ask questions about the material that they had seen. They discussed the questions that have arisen with the other students. If they did not find the solution, the teacher will help them to understand it later.

### 3. Gathering the information and associating (Mengumpulkan informasi dan mengasosiasi)

The teacher gives assignments to the students to find other material relating to the material that it is being studied individually. The teacher gives students generous source to find the other material both from discussions with other friends, books or internet.

### 4. Communicate the results (Mengkomunikasikan hasil)

Then, one of the students presented their material that they have made by themselves in front of the class by using the lottery numbers. After that, they gave questions to other students that it associated with the material that



has been presented. The student presenter is given the opportunity to ask questions for two audiences that they have chosen freely. Students who got the question must be answered in accordance with his understanding.

Once all questions were answered, the teacher will change the carrier members to vote speech. Teachers will provide an assessment in pronunciation and fluency in bringing speech.

c) Closing

The last was closing. In this activity the teacher reviewed the material that had been performed before and the teacher asked the students is there any difficulties in the material. The last, the teacher never forget to give them many suggestion to increase their spirit in study.

**B. Advantages of Using Social Learning Strategies In Teaching Speaking of PDCI (Peserta Didik Cerdas Istimewa) Program**

In the qualified teaching and learning, both of teachers and students should get the advantages that will be manifested in their daily life. There are some advantages of using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo. The advantages are:

**1. The Advantages for Teacher**

In the use of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) Program, the teacher feels greatly facilitated in learning at teaching speaking. The teacher only plays a role in



controlling the class, so the class works more conducive. Mrs. Sugi Hartatik, M.Pd, states it as follow:

"By using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) Program, as a teacher I feel greatly facilitated. I only play a role in controlling the class to run more conducive."<sup>98</sup>

Moreover, in terms of giving the material, the teacher would only serve as identifier of the material. Mrs. Sugi Hartatik, M.Pd said:

"In the case of the material, I just act as an identifier only. I give the theme of what will be discussed today, give a little explanation, then I give the students the task of finding their own material that appropriate the theme that I gave."<sup>99</sup>

From statements above, it can be known that the advantages in using social strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) Program for teacher are the teacher only plays a role in controlling the class to work more conducive and serve as identifier of the material.

## 2. The Advantages for Students

Some students have interviewed by the researcher and they said that they get some advantages in using social strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program. Some advantages are they become more independent both in learning and solving problems. Furthermore, they become more active as follows speaking class than ever before.

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<sup>98</sup> Look at Transcript of Interview coding 03/I/28-V/2016

<sup>99</sup> Ibid

Nacita Salma Tevyveda (the student of PDCI (Peserta Didik Cerdas

Istimewa) Program) stated:

"The Learning strategies that have been used by Mrs. Atik in speaking class is very enjoyable. I became more independent both in learning and solving problems. Mrs. Atik gives the flexibility to use learning resources such as the internet and every book. Other than, I became more active in speaking class than when I was following another lesson."<sup>100</sup>

Shafira Daffa Zahrani also said:

"When I was following speaking class, I became more independent in finding a deepening of the material. When there is any problem, I feel more able to solve it by myself. In addition I became more courageous in the current active in this class"<sup>101</sup>

In addition, the other student mentions the advantages gotten from using social strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) Program is she can be more motivate to perform better in front of class confidently and become more creative. Laila Hanifatun Nisa told these:

"There are some advantages that I get from using social strategies in teaching speaking of PDCI Program. The strategies that have been used by Mrs. Atik are very different from other teachers. I can be more Motivate to perform better in front of class confidently. I always want to perform in front of the class for the first time compared to the others. In addition it makes me become more creative in terms of looking for materials related to the given theme"<sup>102</sup>

Moreover, as the observation conducted by the researcher on 24 May 2016 at 11.20 a.m, it can be known that the students are enjoyable when

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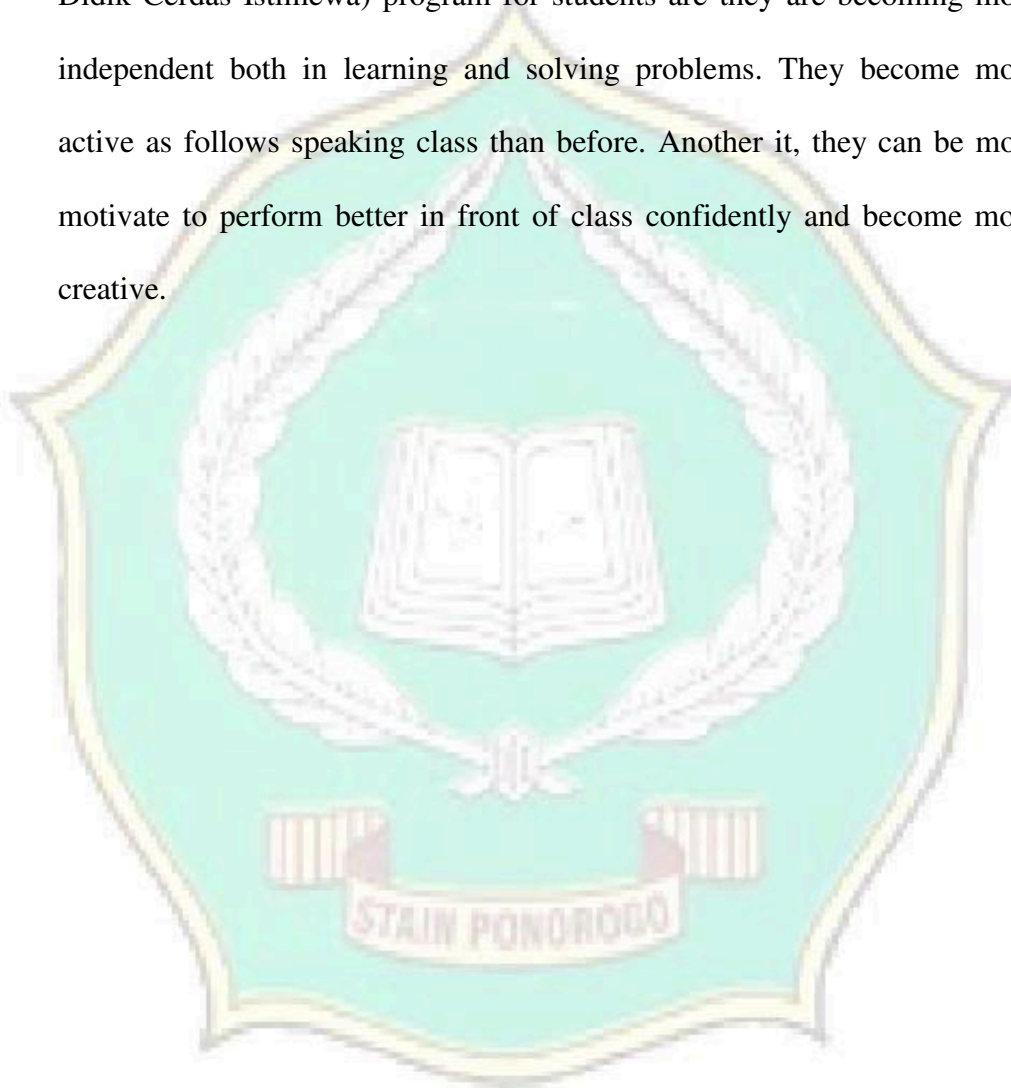
<sup>100</sup> Look at Transcript of Interview coding 03/I/28-V/2016

<sup>101</sup> Ibid

<sup>102</sup> Ibid

they learn in speaking class. Besides that, the students seen more active when they following the speaking class.<sup>103</sup>

Based on all data above, the researcher concludes that the advantages of using social strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program for students are they are becoming more independent both in learning and solving problems. They become more active as follows speaking class than before. Another it, they can be more motivate to perform better in front of class confidently and become more creative.



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<sup>103</sup> Look at observation transcript number 01/O/24-V/2016

## CHAPTER IV

### DISCUSSION

In this chapter the researcher discusses the result of the research which done at PDCI (Peserta Didik cerdas Istimewa) program of MTsN Ponorogo in academic year 2015/2016. The discussion gives explanation for the research problem which has been stated in chapter I as follow:

#### **A. The Analysis of the Application of Social Learning Strategies in Teaching Speaking of PDCI (Peserta Didik Cerdas Istimewa) Program**

Learning is activity which influence for human thinks and change human behavior. It is also the transformation process of experience into knowledge, skills, and attitude. PDCI (Peserta Didik cerdas Istimewa) program of MTsN Ponorogo implemented speaking class since this second semester. This is done because speaking class has been using SKS (Satuan Kredit Semester) system. Moreover, the implementation of speaking class aims to enhance students' skills in speaking using the English language verbally inside and outside the classroom. It support the statement based on Brown and Yule, speaking is to express the needs request, information, service, etc.<sup>104</sup>

The teacher in speaking class of PDCI (Peserta Didik Cerdas Istimewa) program used 2013 curriculum and social learning strategies in her learning speaking process. Social learning strategies engage the language

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<sup>104</sup> Gillian Brown and George Yule, *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*, (Australia: Cambridge University Press, 1989), 14

learner to work together, not all problems can be solved alone. Sometimes ask others to solve problems jointly in learning is also important. When students accustomed to learn in this way, then they realized that by creating a culture of English speaker will contributes the progress of English skill, it means that the teacher is using language learning strategies. Based on R.L. Oxford, there are three sets of social strategies, each set comprising two specific strategies, are included here: Asking question, Cooperating with others, and Empathizing with others.<sup>105</sup>

More than that, in the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program, the teacher applied three steps. There are: (1) opening, (2) main activities, (3) closing.

In the opening section, the teacher gave ice breaker and motivation and stop till they are really sure to start the study. The teacher plays a game based on a music player to make a word from a letter. It made students enjoy, focus, and pleasant. In the main activities, the teacher used three techniques: (1) observing, (2) asking, (3) gathering the information and associating, (4) communicate the results.

In observing section, the teacher displays a video related to the material that it is being discussed. After that, they see other example of material in the form of power point in LCD. The teacher tells the students to pay attention to the video and the material carefully without gives the slightest

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<sup>105</sup> R.L. Oxford, *Language Learning Strategies : What Every Teacher Should Know*, (Boston: Heinle & Heinle, 1990), 145



explanation about that. It aims to build students' curiosity and understanding of something new from the video. In addition, it will help the students to understand the material individually. It supports the statement based on R.L. Oxford in the applying social learning strategies to the speaking skill, Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Such knowledge also helps learners know what is culturally appropriate to say aloud or in writing. Outside of the classroom, encourage students to find out all they can about the target culture through reading, going to lectures, or watching films the target language.<sup>106</sup>

In asking section section, after watching the video and material in the LCD, the teacher gives chance to the students to ask questions about the material that they had seen. They discussed the questions that have arisen with the other students. If they did not find the solution, the teacher will help them to understand it later. In this case, the teacher has provided the opportunity for students to find the things that need to be questioned, clarified and guided by themselves in order to have the ability to search and find additional explanations of what is being studied. R.L. Oxford stated that applying social learning strategies to the speaking skill include the use of cooperating with others strategies. This strategy involves a concerted effort to work together with other learners on an activity with common goal or reward. Games,

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<sup>106</sup> Ibid., 172

simulations, and other active exercises challenge students to develop their ability to cooperate with peers while using a variety of language skills.<sup>107</sup>

In gathering the information and associating section, the teacher gives assignments to the students to find other material relating to the material that it is being studied individually. The teacher gives students generous source to find the other material both from discussions with other friends, books or internet. In this case, the teacher trains students to develop their precision in applying the ability to gather information about the material that is being studied through a variety of ways that have been studied. In addition, the teacher also makes students become more meticulous when they are connecting and processing the material, so that it appropriate with the material that is being studied. Jack C. Richards and Willy A. Renandy said that social strategies in which a learner interact with one or more people in order to support learning.<sup>108</sup>

The last is Communicate the results. In this section, one of the students presented the material that they have made by themselves in front of the class. After that, they gave questions to other students that it associated with the Material that has been presented. In this case, the teacher trains students to express their ideas verbally and directly in front of the class. In addition, it also helps students in understanding what has been delivered by others. It supporting the statement based on R.L. Oxford, One of the most basic social interactions is asking questions, an action from which learners grain

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<sup>107</sup> Ibid., 171

<sup>108</sup> Jack C. Richardss & Willy A. Renandy, ct. al. Methodology in Language Teaching: An Anthology of Current Practice, (Cambridge: Cambridge University, 2002), 128

great benefit. Asking questions help learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners.<sup>109</sup>

On the case of assessment, the teacher just gives assess on some aspects of speaking, fluency and accuracy. In aspect of accuracy, the teacher only provides an assessment in aspects of pronunciation and ignores the other aspects such as vocabulary and grammar usage. This is not compliance with Kathleen M. Bailey's opinion. She said that accuracy in speaking aspects involve grammar, pronunciation and vocabulary.

#### **B. The Analysis of The Advantages of Using Social Learning Strategies in Teaching Speaking of PDCI (Peserta Didik Cerdas Istimewa) Program**

There are some advantages that appear from the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program that was going on this second semester. The advantages are not only for the teachers but also for the students.

From the collected data, the researcher analyzes that the advantages for the teacher in the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo in academic year 2015/2016 are the teacher feels greatly facilitated in learning speaking process. She only plays a role in controlling the class, so the class

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<sup>109</sup> R.L. Oxford, *Language Learning Strategies : What every Teacher Should know*, (Boston: Heinle & Heinle, 1990), 145

works more conducive. Furthermore, in terms of giving the material, the teacher would only serve as identifier of the material.

In addition, the advantages of the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program in academic year 2015/2016 for students are the students become more independent both in learning and solving problems. They become more active as follows speaking class than before. On the other hand, they can perform in front of the class confidently and become more attractive.

The gotten advantages by students in the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program at MTsN Ponorogo above, the researcher analyzed that social learning strategies actually has made students become more dominant than the teacher during the learning process. The students become more independent in understanding, finding, and solving of the problems in their learning process. Instead, teachers become more passive in the class. It means that the characteristics of successful speaking have been fulfilled. Penny Ur point outs, the characteristics of successful speaking are learners' talk a lot, participation is even, motivation is high, and language is of an acceptable level.<sup>110</sup>

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<sup>110</sup> Penny Ur, *A Course in Language Teaching , Practice and Theory*. (Cambridge University Press: Britain 1995), 120



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the results finding and discussion, the researcher concludes that research as follows:

1. The result of this research confirms that the application of social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program consists of three steps based on the 2013 curriculum in her learning process. The steps are: (1) opening, teacher opening the lesson and giving motivation, (2) main activities, it consists of observing (*mengamati*): the teacher displays a video and another examples related to the material that it is being discussed, asking (*menanya*): the teacher gives chance to the students to ask questions about the material that they had seen by discussed with the other students, gathering the information and associating (*mengumpulkan informasi dan mengasosiasi*): the teacher gives assignments to the students to find other material related to the material that it is studied individually, communicate the results (*mengkomunikasikan hasil*): one of the students presented their material and gave questions to other students that it associated with the material that has been presented, (3) closing, summarizing the material and giving motivation to the students for studying more.



In assessing, teacher only assesses some speaking components, fluency and accuracy, while vocabulary and grammar are ignored.

2. The advantages of using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program can be seen from two points of views, teacher and students. From teacher's points of view are the teacher feels greatly facilitated in learning speaking process. She only plays a role in controlling the class, so the class works more conducive. Furthermore, in terms of giving the material, the teacher would only serve as identifier of the material

In addition, the advantages of using social learning strategies in teaching speaking of PDCI (Peserta Didik Cerdas Istimewa) program from students' points of view are the students become more independent both in learning and solving problems. They become more active as follows speaking class than before. On the other hand, they can perform in front of the class confidently and become more attractive.

## **B. Suggestion**

Based on the result of this research, the researcher suggests:

1. For Teacher of Speaking Class

The teacher should be more creative in designing learning activities to keep students active and enjoy in learning process. In assessing, teacher should be more complete and accurate based on the aspect of speaking. Furthermore, teacher also should prepare the syllabus before teaching and

learning process to support the lesson plan, so the goals of speaking class can be reached effectively. In addition, the teacher should be unchanged to use social learning strategies in speaking class to the next semester.

## 2. For Students

They should more practice speaking in their daily activity through listening and practicing speaking. It will help them to add their information and vocabulary to easier speak English. They should not afraid in making mistakes when they speak both inside and outside the class.

## 3. For MTsN Ponorogo

The Ministry of MTsN Ponorogo should provide more infrastructures and medium to support the use of social learning strategies in speaking class of PDCI (Peserta Didik Cerdas Istimewa) program. Moreover, the Ministry of MTsN Ponorogo should provide the English teachers with attending training, seminar, or comparative study in other inclusive schools. It will make the teacher has more variety in developing the material of English subject especially on speaking class. Besides that, the institution should be hold regular meeting with the English teachers in order to discuss about the problems face and to find out the solution especially based in speaking class of PDCI (Peserta Didik Cerdas Istimewa) program.

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