


THE STUDY OF COGNITIVE STRATEGIES IN LEARNING SPEAKING  
 USED BY THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION  
 DEPARTMENT AT ALAUDDIN STATE ISLAMIC UNIVERSITY

Rahmawati S<sup>1</sup>, Erwin Akib<sup>2</sup>, Ilmiah<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Makassar, Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: February 25,2021                      Revised: February 25,2021                      Accepted: February 26,2021                      Published: December 25,2021</p> <p><b>Keywords:</b>                      Cognitive Strategies                      Speaking Performance                      Practicing</p>	<p>This research method is descriptive qualitative. In compiling the data, the researcher conducted interviews and observations. In this study, 42 third-semester students of the Department of English Education at the Alauddin State Islamic University in Makassar were the research subjects. In addition, four students were interviewed, and 42 students were observed during the speaking class. The results showed that: 1) There are several classifications of cognitive strategies used by students in learning to speak, namely practicing, receiving and sending messages, analyzing and reasoning, and structuring input and output. In practice, students use repetition, apply rules of pronunciation, rules of grammar are too seldom used. Then, during receiving and sending messages, students need to think for a moment before giving their ideas. Next during receiving and sending messages, students need to think for a minute before providing their idea. Furthermore, while the strategy of analyzing and reasoning, students apply to analyze expressions, translating, and contrasting what they learn. The final cognitive strategy is to create structures for input and output. Students usually get notes and shorten the material. 2) Cognitive strategies have a positive effect on students' speaking performance.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
<p>How to cite: Rahmawati S, Erwin Akib, &amp; Ilmiah. (2021). Study of Cognitive Strategies in Learning Speaking used by the Third Semester Students of English Education Department at Alauddin State Islamic University. Journal of Language Testing and Assessment, Vol 1 (2), December 2021. doi: <a href="https://doi.org/10.22219/jpbi.vxiy.xxy">https://doi.org/10.22219/jpbi.vxiy.xxy</a></p>	
<p><b>Corresponding Author:</b>                      Rahmawati S,                      English Education Department,                      Universitas Muhammadiyah Makassar,                      259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.                      Email: <a href="mailto:rahmawatis@bg.unismuhmakassar.ac.id">rahmawatis@bg.unismuhmakassar.ac.id</a></p>	

INTRODUCTION

At this time, English has been widely used in Indonesia, both formal and informal events, and some people even use it in their daily life. In addition to your own choice of using English, sometimes English is also very necessary, one of which is in the operation of a

computer or telephone, for example, if we want to access the internet we need to know what the mean of the words "search, enter an address, new tab, etc".

According to Brown (2007), learning strategies are closely related to the learning styles of one's personality in their learning. Therefore, Junaidi Mistar (2014) the use of strategies contributes to the students' speaking ability. Ahmad Wael (2018) cognitive strategy reflects students' repetition and focus on pronunciation in learning to speak.

The use of the right strategy can help students quickly understand the material provided by the teacher or lecturer. Besides being able to help understand, students will also be more interested in learning various lessons because they feel they have solutions to solve their problems in learning.

One of the learning strategies used by students is a cognitive strategy. According to several studies, cognitive strategies own several strategies that are useful in various types of assignments.

The reason the researcher chose the title "*Study of Cognitive Strategies in Learning Speaking Used by the Third Semester Students of English Education Department at Alauddin State Islamic University*" is that the researcher argues that students' cognitive strategies need to be known to make it easier for teachers to convey the material.

## RESEARCH METHOD

This research was conducted at Alauddin State Islamic University. This university is located in Jl. Sultan Alauddin No.36 Romangpolong. The third-semester students of English Education Department, they are divided into two class namely PBI 1.2 and PBI 2.3. The researcher takes PBI 1.2 class; the students of this class are 42 students. The researcher took that because that class is potential to find the students' preferences in using cognitive strategies in speaking class.

In this study, researchers used a qualitative descriptive method, using two instruments, namely observation, and interviews, where structured interviews were used.

## RESULT AND DISCUSSION

The results and this discussion will present the types of cognitive strategies and their effects on student performance.

### 1. Kinds of Students' Cognitive Strategy in Learning Speaking

The subjects of this study were third-semester students majoring in English at Makassar State Islamic University. Researchers make direct observations during classroom learning. Observe and pay attention to student learning activities. After observing, the researcher conducted interviews with four students to find out their speaking learning strategies. This interview was being conducted based on the formulation of the problem and the desire of the researcher to find out the phenomenon of how English students at Alauddin State Islamic University Makassar succeeded in using the speaking learning strategy at EFL.

From the results of interviews with the four students, it was found that the cognitive strategy is one of the learning strategies applied by the third semester students of the State Islamic University English Education to achieve their goals in learning, namely improving speaking skills. This is indicated by the answer of one of the four students who were interviewed. She said that cognitive strategy is a way to solve problems when learning something including speaking. (Jasmine, interview on October 20, 2020).

Based on the results of research and observation, the strategy is worked out with all the actions taken by students. By involving teachers, friends, etc., the strategy describes the learning actions used by students in understanding the material.

Oxford divides the types of cognitive strategies into four types, namely training, receiving and sending messages, analyzing and reasoning, and structuring input and output. These strategies were not only applied in the classroom but furthermore when they returned home to improve the students' speaking skills. After the researcher analyzed all aspects obtained during the study, it was found that there were several kinds of cognitive strategy performance performed by students. The strategy is described as follows:

a. Practicing

The first strategy is practice. From the results of interviews conducted with student, researchers found that to improve speaking skills. They practice by doing sentence repetition, pronunciation, and applying the correct grammatical structure.

b. Receiving and Sending Message

In the second strategy that is receiving and sending a message, according to the research results this strategy also greatly affects the students' ability to speak.

c. Analyzing send reasoning

The third strategy is analyzing and reasoning. Based on the research results, this strategy can help students learn to speak.

d. Creating Structure for input and output

The last strategies is creating structure for input and output. While the study was conveyed, the researcher see that students did not apply these three strategies. There are only two methods students use, namely making summaries and taking notes. Students make a summary to make it easier for them to understand what they heard or learned, this is related to their answers during the interview.

## 2. The Impact of Cognitive Strategy Toward Students' Speaking Performance

After knowing the cognitive types used by students, the researcher also wanted to know the effect of using cognitive strategies when students spoke. The way of speaking can be seen at the time of observing and at the time of the interview. Researchers found data cognitive strategies have a good impact on students.

First, practice helps them become more confident in asking for words or commands. They can learn well without worrying because they can ask questions well if there are words, they do not understand.

Second, the receiving and sending message strategy also has a positive impact on students, especially in speaking. Although they do not really use this strategy in speaking, at least they use this strategy when they try to understand what they hear.

Third, students in learning to speak also carry out analysis and reasoning strategies. This strategy helps students more easily understand the material being studied. Students need to analyze material such as translating it into simple words.

Lastly, the strategy of creating a structure for input and output. This strategy is also very useful for students because making a summary or changing sentences into language that is easier to understand can make it easier for students to understand the material well.

Based on the explanation above, the researcher concluded that learning to speak using cognitive strategies could have a positive impact on the way students speak.

## CONCLUSION

### 1. Kinds of Cognitive Strategy

Based on the research results, the researcher concluded that almost all students used cognitive strategies because they were eager to improve their speaking skills.

### 2. The Impact of Cognitive Strategy Toward Students' Performance

The impact of this strategy is can helps students to improve their speaking skills. The students become more confident in speaking.

## REFERENCE

- Aroo, G. (2019). The Effect of Cognitive Strategy Instruction on Reading Comprehension of Malaysian Undergraduate ESL Students: With a Focus on Highlighting and Taking Notes Strategies. *Sapiens Journal of Modern Education*, 1(1).
- Brown, D. H. 2015. *Teaching by Principles: an Interactive approach to Language Pedagogy*. New York: Longman.
- Brown, D. H. 2020. *Principles of language learning & teaching*. Pearson: Longman.
- Chamot, A. U. 2004. *The Learning Strategies of ELS students*. London: Prentice Hall.
- Channey, A. L. and Burk.T.L.1998. *Teaching Oral Communication in Grades K.8*. Boston.

- Egan, K. 2013. *Speaking. A Critical skill and challenge*. Calico Journal. Vol. 16, No: 3.
- Ehrman, M. E. and Oxford, R. L. 1995. *Cognition Plus: correlates of language learning success*. Modern Language Journal. Vol. 79. No. 1.
- Gay, L. R., Mills, G. E. and Airasian, P. 2006. *Educational Research: Competences for Analysis and Application*. New Jersey: Pearson Education.
- Griffiths, C. 2008. *Language teaching Library: Lessons from good language learners*, Cambridge University Press, New York.
- Hornby, A. S. 2015. *Oxford advanced learner's dictionary of current English*. New York. Oxford University Press.
- Khezrlou, S. 2012. *The Relationship between Cognitive and Metacognitive Strategies, Age, and Level of Education*. The Reading Matrix. Vol. 12. No. 1.
- Mehran Rajae Pitenoe, A. M. (2017). The Effect of Cognitive and Metacognitive Writing Strategies on Content of the Iranian Intermediate EFL Learners' Writing. *Journal of language teaching and research*, 8.
- Miles, M. B. and Huberman, A. M. 1994. *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand oaks: Sage publication.
- Mulatsih, D. (2015). Pronunciation Ability By English Song In Indonesian Student Of Answagati Cirebon. 2.
- Muhammad Rusni, I. S. (2017). The Cognitive Strategies through the Reading Comprehension in Islamic Education.
- O'Malley, J. M., & Chamot, A. U. 1987. The cognitive academic language learning approach: A bridge to the mainstream. *TESOL Quarterly*. Vol. 21. No. 2
- Oxford, R. L. 1990. *Language Learning Strategies: What every teacher should know*. New York: Newbury House/Harper Collins.
- Oxford, R. L. 1990. *Styles, Strategies, and Aptitudes: Connection for Language Learning*. New Jersey: Prentice Hall.
- Oxford, R. L. and Burry-Stock, J. 1995. Assessing the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System* Vol. 23, No.1.
- Park, G. 1994. *Language Learning Strategies: Why Do Adults Need Them?* Unpublished manuscript, University of Texas, Austin.
- Phakiti, A. 2006. *Modeling Cognitive and Metacognitive Strategies and Their Relationships to EFL reading Test Performance*. Melbourne Papers in Language Testing. Australia.

- Rosmiaty, 2012. *The Contributing Factors Toward the Improvement of the Participants' Speaking Ability at Pioneer English meeting Conversation Club (PEMCC) Fort Rotterdam Makassar*. Thesis. Makassar State University.
- Stern, H. H. 1992. *Issues and Options in Language Teaching*. Oxford: OUP.
- Suyitno, I. (2017). *Cognitive Strategies Use in Reading Comprehension and its Contributions to Students' Achievement*. 5(3).
- Ur, Penny. 1996. *Grammar Practice Activities: Practical Guide for Teachers*. Cambridge University Press. New York.
- Van Dijk, T. A., and Kintsch, W. 1983. *Strategies for discourse comprehension*. Orlando, FL: Academic Press.
- Wenden, A. 1991. *Learner Strategies for Learner Autonomy, Planning and Implementing Learner Trainings for Language Learner*. New York: Prentice Hall.
- Williams, M. & R.L. Burden. 1997. *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.