**PUBLIC RELATION STUDENTS’ STRATEGY IN ENHANCING THEIR SPEAKING ABILITY**

(A Study Conducted to the Sixth Semester Students of Communication Studies in Faculty of Social Sciences and Humanities Pakuan University)

A Paper

Submitted to the English Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University as Partial Fulfillment of Requirements for *Sarjana Pendidikan* Examination

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**PUBLIC RELATION STUDENTS’ STRATEGY IN ENHANCING THEIR SPEAKING ABILITY**

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# DECLARATION

I hereby declare that the paper entitled “Public Relation Students' Strategy in Enhancing Their Speaking Ability” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2018

Indria Purnamaningtyas

# PREFACE

*Alhamdulillahirabbil’alamin*, all the praises are dedicated to the king of all mankind, the Almighty Allah SWT. In His blessing and mercy, the writer has finally finished writing the paper entitled, “Public Relation Students' Strategy in Enhancing Their Speaking Ability”. Blessing is upon the most honorable prophet and messenger Muhammad PBUH.

This paper is written to fulfill one of requirements for *Sarjana Pendidikan* Examination at English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The writer realizes that this paper has many mistakes and far from being perfect. Therefore, she appreciates all comment, criticisms and suggestions. She hopes that this paper will be useful for her and the readers

Bogor, June 2018

The Writer

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# ABSTRACT

The research entitled “Public Relation Students' Strategy in Enhancing Their Speaking Ability” is aimed to describe the Public Relation students’ learning strategy in enhancing their speaking ability. This research is conducted in the Faculty of Social Sciences and Humanities at Pakuan University. Sixth semester students of Communication Studies major focusing on public relation and one lecturer are chosen as the respondents using purposive sampling. Qualitative approach and descriptive method are used in conducting the research. Three data collection techniques that are used are observation, questionnaire distribution, and interview. Those data are analyzed, transcribed, and concluded to find out the strategies that are used by public relation students. The result of the analysis shows those six strategies are used by public relation students in the process of enhancing their speaking ability. They are cognitive, mnemonic, metacognitive, compensatory, affective and social strategy. First, students use cognitive strategy by guessing the meaning of words or sentence, writing the main point of material, summarizing the material that have been learned and present a presentation. Second, mnemonic strategy is used using body movements and demonstrating the words. The next is metacognitive strategy such as organizing the material and practicing how to speak before presentation. Then, compensatory strategy which is done by making simple movement on their hand when they got nervous, looking for replacement words to make them easier to understand, listening to someone who speaks English, listening to the English song and watching English movie. For affective strategy, the students try to calm down during the presentation, motivate themselves to be brave to speak English in front of people and give compliment for themselves if they can speak English well. Sometimes, they also make jokes to overcome their anxiety. The last, students use social strategy by practicing to speak with native-speakers or their friends, working in group and asking others when they have trouble in English.

Keywords: learning strategy, speaking ability, Public Relation.

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# CHAPTER I INTRODUCTION

1. **Background of the Study**

In this era, English is very important for life and it has essential role in the world. English is also used to communicate with other people from different countries. Besides, it is needed to get information widely especially education, technology, business and culture.

Speaking is one of important skills in English. This skill is a productive skill which is very essential to be mastered by the learners which covers pronunciation, fluency and intonation. Nunan (1991) states, “Speaking is the same as oral interaction which is conventional ways of presenting information, expressing ideas and thoughts we have in our minds”. It means that speaking is the conventional manner of presenting information, expressing ideas and thoughts about what someone is thinking in his minds orally.

When someone learns speaking, they have to know the learning strategy to facilitate and guide them in the learning process. Language learning strategy is a term that commits to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively.

Each major and study program apply a strategy to support learning process in enhancing speaking skill. For example, the vocational programme of communication studies in Pakuan University produce skilled professionals in Broadcasting, Public Relation or Advertising with both practical and theoretical knowledge enabling them to become professionals with academic perspectives in their field.

1. **Reason for Choosing the Topic**

The researcher wants to investigate the strategy used by Communication Studies students focusing on public relation. They are related to public, so they have to be good in speaking to communicate with public to build a good relationship. The curiosity of the writer about the strategies of learning process to improve speaking skill of students, leads to two reasons why the writer chooses the topic.

First, somelanguage learners have different strategies to practice speaking. An appropriate strategy that is used by the learners will facilitate them to practice and enhance their speaking ability.

Second, by knowing the strategy in language learning, speaking ability can be easily enhanced by the learners since they know their strength. Therefore, the writer is curious to know the Public Relation Students’ learning strategy in enhancing their speaking ability.

By having a good speaking skill, the communication will be delivered and received well. So, a proper learning strategy is very impotant for students in order to make them learn easily.

1. **Aim of the Research**

The aim of the research is to describe the Public Relation students’ learning strategy in enhancing their speaking ability.

1. **Research Question**

The writer intends to investigate Public Relation Students’ learning strategy in enhancing their speaking ability. Therefore, the writer presents it in one research question: What are the strategies employed by Public Relation Students in enhancing their speaking ability?

1. **Research Focus**

In this research the writer focuses on analyzing the learning strategy in sixth semester of Communication Studies students who focusing on public relation in Faculty of Social Sciences and Humanities at Pakuan University in enhancing their skills of speaking ability especially in delivering materials.

1. **Operational Definition**
2. Public relation focuses on building good relations with the company’s various publics by obtaining favorable publicity, building a good corporate image and handling crisis management issues.
3. Speaking ability is the ability to verbalize the English language in conversation purposively, speak fluently and communicate effectively, to use language structure and vocabulary in the right context, to use appropriate pronunciation to apply appropriate manner.
4. Learning strategy is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively.
5. **The Significance of the Research**

The writer considers about learning strategy that is used by Communication Studies students who focusing on public relation. So, this research is important because the writer helps to find out the strategy that is used by Public Relation students to improve their speaking ability. The significance of this research also facilitate the reader who wants to know what is the proper learning strategy used by Public Relation students.

Besides that, the results of this study can be proposed as an alternative for students to apply an appropriate strategy in order to improve their speaking ability. In addition, this will be useful for the lecturer of Communication Studies to produce some students who can speak well.

# CHAPTER II THEORETICAL FOUNDATION

1. **Public Relations**

### Definition of Public Relations

Today, public relations is a need for modern people. It develops in line with the evolution of the society.

There are some definitions about public relations. Thomas & Lane (1990) define public relations is a management tool designed to establish support among a firm’s various internal and external publics. Another definition states that public relation is the planned effort to influence opinion and action through socially responsible performance based on mutually satisfactory two-way communication (Cutlip-Center-Broom, 2009). The definition means that public relation is a communication process for public to build a good relationship. Its purpose is to develop or keep a positive image of reputation.

Harlow (1976) states,

Public relations is the distinctive management function which helps establish and maintain mutual lines of communication, understanding, acceptance and cooperation between an organization and its publics; involves the management of problems or issues; helps management to keep informed on and responsive to public opinion; defines and emphasizes the responsibility of management to serve the public interest; helps management keep abreast of and effectively utilize change, serving as an early warning system to help anticipate trends; and uses research and sound and ethical communication as its principals tools.

Harlow’s definition shows that public relations should be embedded in the management of company without hindrance from any bureaucracy whether it is internal or external. The public relations department should have direct input in the management of the company.

### Function of Public Relation

Zooming into what public relations is all about it is the conscious creation of a mutually beneficial relationship between an organization and its publics for a two-way continuous flow of information. The major functions of public relations are to create and maintain excellent relations with the organization’s internal and external stakeholders, such as persons and private, governmental, and societal entities in general. Public relations can have a strong impact on public awareness at a much lower cost than advertising (Kotler & Armstrong, 2006). The tools used in public relations are press releases, lobbying, product publicity, investor’s relations, and development. So, every public relations must have language strategy to make them succeed in learning language.

1. **Learning Strategy and Speaking Skill**
2. **Definition of Learning Strategy**

Strategy is a method or plan chosen to achieve a goal even for solving a problem. Brown (2001) states that strategies mean specific methods of approaching a problem or task, modes of operation for achieving particular end, planned designs for controlling and manipulating certain information. It means that strategy is a way to achieve the particular goal by using an approach of a matter or task, planned design and action.

Learning strategies are defined as “specifications, behaviors, seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning. Richards and Platt (1992) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information.

Davis (1997) defines, “Applied to teaching, especially to young learners, the term “strategy” refers to a plan and a series of activities used to facilitate a particular kind of learning.” From the statement above, activities and plan which are used systemically to help a certain type of learning applied in language teaching and learning are called strategy. Learning strategies also enable students to become more independent, autonomous, lifelong learners.

Tarone (1983) defines a learning strategy as "an attempt to develop linguistic and sociolinguistic competence in the target language -- to incorporate these into one's interlanguage competence". As noted earlier, strategies always involve goals or purposes. The goals expressed by Tarone in this definition are to attain various competencies in the language: “develop linguistic and sociolinguistic competence” and “incorporate these into one’s interlanguage competence.” This definition, focusing on the linguistic arena, does not emphasize learner’s autonomy, cultural understanding, or other aspects of language learning.

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.

In conclusion, language learning strategies mean specific actions, behaviors, tactics or techniques, facilitate the learning of the target language by the language learner. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners learn the target language, it is not reasonable to support the idea that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners.

1. **Types of Language Learning Strategies**

There are many main categories of learning strategies in learning language which is used to get specific goal in language learning activities. According to Nunan (2001), there are six major types of language of language learning strategies.

1. **Cognitive Strategy**

Cognitive strategy enables the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings and practicing structures and sounds formally.

1. **Mnemonic Strategy**

Mnemonic strategy helps the learners to connect the information they have already known with the new information. The purpose of this strategy is to make the learners easier to remember information by using sounds and body movement. These activities will help learners to get new vocabularies and know the grammar rules.

1. **Metacognitive Strategy**

Meta-cognitive strategy facilitates person knowing themselves better as language learner. It helps the learners learn based on their interests, needs and learning style preference. For example, identifying one’s own learning style preferences and needs, planning for a task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success and evaluating the success of any type of learning strategy. There are employed for managing the learning process overall.

1. **Compensatory Strategy**

Compensatory strategy for writing and speaking facilitate learners remembering the missing knowledge of written or oral communication by guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words help the learner make up for missing knowledge.

1. **Affective Strategy**

Affective strategies, such as identifying someone’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. The aim of this strategy is to make the learners aware with their emotion in learning language and keeping their optimistic feeling to make learning more helpful, efficient and effective.

1. **Social Strategy**

Social strategy helps the learner work with others and understand the target culture as well as the language. For example, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.

1. **Speaking Skill**

Speaking is one of skills in English subject that should be learnt by the students. It is very important because language is a tool of communication in life. Without speaking someone cannot say anything, deliver her or his information to another or even she or he cannot express their idea to someone. Communication is needed by human to interact with others.

Hybels and Weaver (2001) say “speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and style-anything that adds meaning to a message”. It means that speaking is an interactive process in transferring our main purposes of conversation with other (listeners), give the new ideas, change the information, and construct or receive the meaning of message using gesture if the listeners do not understand what the speaker said directly.

Speaking skill should be taught and practiced in the classroom because the language course truly enables the students to communicate in English, so speaking skill needs special treatment. Many experts define speaking in different ways. Richards (1990) says that speaking skill in a learning English is a priority for many second-language or foreign-learners. It means that speaking is an important skill that should be learnt in English from other language by all the students, even all people in the world to make them more confident in communicating.

Speaking skill is very important in the context of English learning. It is because through verbal language, student is able to express his or her ideas and thoughts and being able to speak is one of the indicators of mastering the language.

For the English learners, mastering speaking is challenging since it needs a huge powerful effort. They cannot plan the exact words or sentences in speaking. Unlike reading or writing, speaking happens in real time; usually the person who talking to is waiting for someone to speak right then. They cannot edit or revise what they want to say (Bailey in Nunan, 2003).

Speaking is about to manage the conversation and to speak spontaneously. Oral communication involves two or more people in negotiating meanings and it always relates to the context in which it occurs. Being able to speak becomes one important goal to achieve in learning English.

Bygate (2001) states,

Speaking is physically a situated face to face interaction. It shows in speaking, speaker can see each other and so can refer to the physical context and use a number of physical signal to indicate, for instance, their attention to the interaction, their interaction to contribute and their attitude towards what is being said.

Learning a foreign language involves mastery of skills namely listening, speaking, reading, and writing. Teaching speaking is generally assumed to be the key to master English skills.

Nowadays, not only at schools, but people all over the world also would like to master speaking because it has been like a basic need. Thornbury (2005) states, “speaking is so much a part of daily life that we take it for granted”. It can be concluded that speaking is very important in life.

In conclusion, speaking is an essential tool to communicate. The ability to communicate in English clearly and efficiently contributes to the success of the learner in transferring the main purpose directly.

1. **Related Research**

One of the related research is taken from *EFL Journal* entitled “Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment” written by Umar Fauzan (2016). The result shows that debate and peer assessment can improve the speaking ability of the English department students. The result shows that the students gradually could express their thought and opinions in debate practice. This activity encouraged the students’ creativity to explore the language, since they were asked to develop their arguments from certain motions. The motions were made familiar to them so that they found it easy to speak on the topics. By practicing speaking in the debate practice, they improved their fluency as well as their confidence. The result of speaking test presented that the students had made some progress, the average scores raised from 60 in pre-test, 69 in cycle 1 and 75 in cycle 2. These scores indicated an increasing ability from being ‘fair’ to being ‘good’.

Another related research is done by Maulida (2015) entitled “International Forestry Students Association (IFSA) Members’ Strategy in Enhancing Their Speaking Ability”. The result of this research found that there are three significant strategies used by IFSA members in enhancing their speaking ability. They are social strategy, mnemonic strategy and metacognitive strategy. IFSA members use mnemonic strategy by watching English movie and remembering vocabulary and repeat it. They also use mecognitive strategy by listening to the speaker, having the obvious goal, trying to find out the way how to be a better learner and also reading a textbook.

# CHAPTER III RESEARCH METHODOLOGY

1. **Research Method and Design**

In this research, the writer chooses qualitative approach. She observes the learning strategy of students majoring Communication Studies focusing public relation in enhancing their speaking ability. In collecting the data, three techniques which consist of observation, questionnaire distribution and interview are given to the participants. The following is the design of the research.

Research Question:

What are the strategies employed by Public Relation Students in enhancing their speaking ability?

Research focus:

Students learning strategy in Communication Studies students who focusing on public relation in Social and Culture Faculty at Pakuan University in enhancing their skills of speaking.

Research Site and Participant:

Sixth semester students of Communication Studies who focusing on public relation and English lecturer in the Faculty of Social Sciences and Humanities.

Research Instrument:

Observation note, Questionnaire, Interview guidance

Doing observation in classroom

Interviewing the students and lecturer

Distributing questionnaire to students

Describing the data from observation

Coding and categorizing the data from the interview result

Transcribing the results of interview

Drawing conclusion and suggestion

1. **Research Site and Participants**

The research is conducted at Pakuan University. The participants of this research are the sixth semester students majoring Communication Studies focusing on public relation in the Faculty of Social Sciences and Humanities. Purposive sampling technique is used to take the participants by choosing 12 students and she will interview four students and only one lecturer to strengthen the research result.

1. **Research Instrument**

The instruments that are used to collect data are observation note, questionnaire and interview guidance. First is observation note. It is used as guidance in doing the observation on the students’ activity during the learning-process and the strategies they use. There are twelve statements which come from six indicators: cognitive strategy, mnemonic strategy, metacognitive strategy, compensatory strategy, affective strategy and social strategy. Second is closed questionnaire which consists of eighteen statements with same indicators as the observation. The last is interview note which consists of eleven questions, also from the same indicators as previous mentioned. The interview note will support the data about Public Relation students’ learning strategy.

1. **Data Collection Technique**

In conducting the research, there are three steps done in collecting the data. They are observation, questionnaire distribution and interview.

1. Observation

The first step in collecting the data is observation. The writer observes the process of enhancing speaking ability by public relation students majoring Communication Studies in Pakuan University. The writer uses observation note to describe how the learning strategy of public relation students in enhance their speaking ability.

1. Questionnaire Distribution

The second step in collecting the data is questionnaire distribution. The writer distributes questionnaire to public relation students in order to find out the process of learning language in enhancing speaking ability that is used by them. The writer gives questionnaire to the students which are related to their strategy in learning language in enhancing speaking ability.

1. Interview

The third step is interview. The writer conducts interview to get more information about the strategy in learning language of public relation students in enhancing their speaking ability. The writer interviews four students and one lecturer and the interview is used to validate the questionnaire.

1. **Data Analysis**

After collecting the data through observation, questionnaire and interview they are analyzed and described.

1. Data from Observation

The writer observes the strategy employed by the students in enhancing their speaking ability. The result of observation is then described.

1. Data from Questionnaire Distribution

In analyzing the questionnaire, the reliability of the questionnaire is conducted as follows:

1. counting every answer of the questionnaire determine the frequency,
2. counting the percentage by using the formula

Note: *f =* the frequency of the participants’ answer

*x =* the number of participants

1. describing the data from the answers.
2. Data from Interview

The result of interview is transcribed and interpreted

# CHAPTER IV DATA DESCRIPTION AND ANALYSIS

1. **Data Description**

The research was conducted from May 16, 2018to July 9, 2018 at Faculty of Social Sciences and Humanities at Pakuan University. Observing, distributing questionnaire and interviewing respondents have been done to get the information needed. The data are described to make it easier to analyze.

1. **The Result of Observation**

The public relation students were observed to gain how they learn English in classroom and what strategies they use in enhancing their speaking ability. Six indicators with twelve statements were made to gather the data about the learning strategy used by them. The writer only observed one time since she got all the data. The writer observed who presented the presentation in English and the writer found twelve students. During the observation, she used video recording and took some notes on observation sheet.

According to the result of observation that has been done on May 16, 2018 the researcher found that most of students guessed the meaning of words and sentences which they did not understand well. So they wrote the main point of material which was explained by the lecturer. Then, the researcher found that eight of twelve students demonstrate the words meaning when they had trouble in English. Not only that but also several students link the information they knew before with the new information through gesturing in order to make them easier to memorize the information.

Next, before they started the presentation the researcher found that nine of twelve looked prepared themselves by summarize the information even several of those nine practiced how to speak in front of the class. Different from the previous statement, most of students did not write anything when they made mistakes in the presentation. On student’s performance, the observer got results that some of them used gesture when they presented the presentation. Mostly, they moved their hand when they forgot or got nervous during the presentation. Yet, they did not use the synonym of words when they were forgotten. They chose to find the words in online dictionary.

The researcher also found that most students were confident in delivering the material even though sometimes they got nervous when they forgot something, they could be confident again. They also tried to calm down during the presentation. During the observation in the classroom, the researcher saw that some of them used English with the group when they discussed the topic.

According to the elaboration above, the researcher concludes that those six strategies are used by them in the learning process.

1. **The Result of Questionnaire**

There were twelve students who filled in the questionnaires. In describing the result, the writer counted every answer to find out the percentages from every statement of indicators. The result of questionnaire can be seen as follows:

**Table 4.1**

**The Result of Questionnaire Distribution**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Statements** | **Frequency of respondents’ answer** | | **Index**  **Percentage** |
| **Yes** | **No** |
| 1. | I write the main point from the material being described to improve my skill in speaking English. | 9 | 3 | **75%** |
| 2. | I guess the meaning of unfamiliar words or sentences to improve my skill in speaking English. | 10 | 2 | **83%** |
| 3. | I summarize the material to simplify the process of memorization to improve my skill in speaking English. | 7 | 5 | **58%** |
| 4. | I remember new vocabulary while demonstrating it to improve my skill in speaking English. | 11 | 1 | **92%** |
| 5. | I demonstrate the word I mean when I have difficulty in the process of improving speaking skill in English. | 10 | 2 | **83%** |
| 6. | I linked information I knew before with new information through body movement to make it easier to remember the information in the process of improving speaking skill in English. | 10 | 2 | **83%** |
| 7. | I summarize the information first before presentation to improve my speaking skill. | 10 | 2 | **83%** |
| 8. | I note the my mistake when speak in English to enhance my speaking skill | 4 | 8 | **33%** |
| 9. | I choose a specific space to learn in order to be more focus in the process of improve speaking skill | 4 | 8 | **33%** |
| 10. | I am looking for a replacement word which is easier to understand when having difficulties to enhance my speaking skill | 8 | 4 | **67%** |
| 11. | I listen to someone who speaks English in the process of enhance my speaking skill | 12 | 0 | **100%** |
| 12. | I listen to the English music and watch English movie in order to enhance my speaking skill | 11 | 1 | **92%** |
| 13. | I give motivation encouragement when I afraid to speak English to enhance my speaking skill | 12 | 0 | **100%** |
| 14. | I try to calm down when I afraid to use English in the process of enhance my speaking skill | 11 | 1 | **92%** |
| 15. | I give praise to myself if I can speak English well in the process of enhance my speaking skill | 9 | 3 | **75%** |
| 16. | I practice to speak in English with native speakers in the process of enhance my speaking skill | 6 | 6 | **50%** |
| 17. | I practice to speak in English with friends to enhance my speaking skill | 8 | 4 | **67%** |
| 18. | I ask others when I have trouble in the process of enhance my speaking skill | 10 | 2 | **83%** |

1. Cognitive Strategy

The first indicator is cognitive strategy. The writer divided this indicator into three statements. Based on Table 4.1, it can be seen that nine respondents chose “yes” and three respondents chose “no” from the provided statement. Index percentage of 75% shows that the respondents do what was in the statement. It means that they write the main point from the material that was being described to enhance their speaking ability.

Next, ten respondents chose “yes”, two respondents chose “no” from the provided statement. Index percentage of 83% shows that respondents do what was in the statement. It means that the students guess the meaning of words or sentences they do not understand in English.

Then, seven respondents chose “yes” and five respondents chose “no”. Index percentage of 58% shows that the respondents do what was in the statement. It means that they summarize the materials have been discussed in order to simplify and memorize the materials to enhance their speaking ability.

In conclusion, most of the respondents use cognitive strategy in enhancing their speaking skill.

1. Mnemonic Strategy

The second indicator is mnemonic strategy. There are three statements in this indicator. According to Table 4.1, it can be seen that eleven respondents chose “yes” and only one respondent chose “no”. Index percentage of 92% shows that the respondents did what was in the statement. It means that almost all public relation students remember new vocabulary while demonstrating the word to enhance their speaking ability.

Then, ten respondents marked yes and two respondents marked no. Index percentage of 83% shows that the respondents do what was in the statement. It means that the students demonstrate the word they mean when they are having difficulty in the process of enhancing their speaking ability.

The last statement from this indicator shows that ten respondents chose yes and the other two chose no. Index percentage 83% shows that the respondents do what was in the statement. It means that they linked the information they knew before with the new information through body movement to help them remember the information and to enhance their speaking skill.

The conclusion is most of respondents use mnemonic strategy to remember information or vocabularies with body movement in order to enhance their speaking ability.

1. Metacognitive Strategy

The third indicator is metacognitive strategy. There are three statements in this indicator. According to Table 4.1, it can be seen that ten respondents marked “yes” and two respondents marked “no”. Index percentage of 83% shows that ten of twelve respondents did what was in the statement. It means that they summarize the information before they do the presentation in front of class to enhance their speaking skill.

Next, there were four respondents marked “yes” and eight respondents marked “no”. Index percentage of 33% shows that some of them did not do what was in the statement. It means that some of them did not make an evaluation in speaking note their mistakes in speaking English in the process of enhancing their speaking ability.

The last, the same as the statement before that four respondents marked “yes” eight respondents marked “no”. Index percentage of 33% shows that some of them do not need a specific place to learn in order to be more focus in learning in the process of enhancing speaking ability.

So, not many students use metacognitive strategy in enhancing their speaking skill.

1. Compensatory Strategy

The fourth indicator is compensatory strategy. The writer divided this indicator into three statements. Based on Table 4.1, it can be seen that eight respondents chose “yes” and the four other chose “no”. Index percentage of 67% shows some of them look for a replacement word which is easier to understand in the process of enhancing their speaking skill.

Next, none of them chose “no” from the provided statement. It means that all respondents listen and pay attention to someone who speaks English in order to enhance their speaking skill.

The last statement shows that only one respondent chose “no”. It means that 92% respondents listen to the English music and watch English movie in the process of enhancing speaking skill.

In conclusion, most of respondents use compensatory strategy in the process of enhancing their speaking skill such as listening to the English music, listening to someone who speaks English and watching English movie.

1. Affective Strategy

The fourth indicator is affective strategy. There are three statements in this indicator. According to table 4.1, it can be seen that all respondents chose “yes”. It means that they give motivation to themselves when they are afraid of speaking English.

Next, ten respondents marked “yes” and only one respondent marked “no”. Index percentage of 92% shows that most of them try to calm down when they are afraid of speaking English in front of the class in the process of enhancing their speaking skill.

The result from the last statement of this indicator shows that nine respondents marked “yes” and the three others mark “no” from the provided statement. Index percentage of 75% shows that some of them give praise to themselves if they can speak English well.

From the result above the writer concludes that most respondents use affective strategy like giving motivation and encouragement when they are afraid to speak in English in the process of enhancing their speaking ability.

1. Social Strategy

The last indicator is social strategy. The writer divided this indicator into three statements. Based on Table 4.1, it can be seen that six respondents chose “yes” and the other six chose “no” from the provided statement. From the percentage above means that half of the respondents answered “yes”, they practice to speak English with native speakers in order to enhance their speaking ability.

The second statement shows that eight respondents chose “yes” and four respondents chose “no”. The percentage above means that some of them practice to speak in English with their friends in the process of enhancing their speaking ability.

The last statement from this indicator shows that ten respondents chose “yes” and two others chose “no”. It can be concluded that most of them enhance their speaking skill by asking others when they have trouble.

According to the result from every statement the writer concludes that some of respondents use social strategy like practicing to speak with their friends, practice to speak with native speakers and ask others when they have trouble in the process of enhancing their speaking skill.

1. **The Result of Interview**

The last step in collecting the data of the research is interviewing the students and Ms. Sari Rejeki, M. Hum. as the lecturer who teaches English in the sixth semester. The interview was conducted on May 22, 2018with the lecturer in the classroom at Faculty of Social Sciences and Humanities and the interview with students was conducted on July 9, 2018 in the classroom at Faculty of Social Sciences and Humanities.

After the interview has been conducted by asking seven questions that are related to the indicator, the researcher got answers that are suitable with the indicator. The result of interview is described as follows.

1. Cognitive Strategy

As a result from the interview process, the researcher got information from the lecturer that students learn English by presentation, role play and also discussion. In the process of enhancing their speaking ability, they practice themselves in naturalistic setting like doing presentation.

Excerpt #1

*“Jadi* less teacher talk more students talk in more ways, presenting; role play; discussion *gitu.* Outside the classroom, I have no idea, you have to ask them.”

[So, fewer teachers talk more student talk in more ways like presenting, role play and discussion. Outside the classroom, I have no idea, you have to ask them.]

Meanwhile, one of four students has a strategy to improving his speaking ability. He said that practice in daily life, as stated below.

Excerpt #2

*“Dari kehidupan sehari-hari, misalnya pintu* door, *jendela* window.”

[From daily life, for example *pintu* is door, *jendela* is window]

Not only that, but also those four students said that they always take note the materials from the lecturer’s explanation. The following answer stated below.

Excerpt #3

“*Iya nyatet”*

[Yes, I take note.]

Excerpt #4

“*Iya nyatet”*

[Yes, I take note.]

Excerpt #5

“*Iya nyatet”*

[Yes, I take note.]

Excerpt #6

“*Iya nyatet”*

[Yes, I take note.]

Excerpt #7

“*Iya nyatet, nyatet trus ntar di rumah dibaca baca lagi supaya lebih paham”*

[Yes, I take note. Later I will re-read at home to understand more.]

From the answers above, it can be inferred that cognitive strategy is applied by the students in the process of enhancing their speaking ability such as presentation, practice in daily life and take notes of the material from the lecturer’s explanation.

1. Metacognitive Strategy

After the researcher interviewed the lecturer and students, the researcher found the data about metacognitive strategy.

Excerpt #8

*“Dari sudut pandang saya, ini juga harus ditanyakan ke mahasiswanya ya strategi mereka apa. Kalau strategi saya ya seperti kemarin di kelas* I always give them questions so they prepare themselves at home *hmm iya gitu.* Usually the questions are related to the main idea and supporting details of the text if it’s reading text I mean*.”*

[From my point of view, this should be asked to the students what their strategy. For me, my strategy was like yesterday in the classroom. I always give them questions so they prepare themselves at home that’s it. Usually the questions are related to the main idea and supporting details of the text if it’s reading text I mean.]

As stated above, the lecturer said that she always gives questions about the material that will be discussed in the next section. For example, if that is a reading text, the questions are related to main idea and supporting details. From the answers, it can be concluded that students prepare the answers at home.

The students said that they make main point about the materials before presentation.

Excerpt #9

*“Pasti bikin poin-poin penting biar lancar.”*

[Obviously I state the point to make my presentation run well.]

Excerpt #10

“*Iya pasti.”*

[Yes, obviously.]

Excerpt #11

“*Iya biar lancar presentasinya.”*

[Yes, to make my presentation run well.]

From the answers above, the researcher concludes that they make a main point before presentation in purpose to make the presentation smoothly.

In evaluating the mistakes, the lecturer and the students has different answers.

Excerpt #12

*“Ok biasanya kalau saya observasi* they evaluate themselves through paraphrasing. Paraphrasing *itu maksudnya ketika mereka tau mereka salah terus mereka pakai kalimat lain tapi maknanya sama. Itu biasanya.”*

[Ok, sometimes if I observe they evaluate themselves through paraphrasing. Paraphrasing means when they know that they are wrong then they use another sentence but in the same meaning.]

Excerpt #13

*“Nah itu ada yang* if it’s a mistake they will correct themselves*. Karena* mistake *itu kan mereka sadar tapi mereka mengucapkannya salah tapi mereka sadar dan* they correct themselves*. Tapi kalau* error*,* they don’t know it is a mistake *ya in, tidak melakukan pembenaran terhadap kesalahan itu, kita jadinya yang ngebenerin gitu.”*

[If it is a mistake they will correct themselves because mistake is they are aware but they say it wrong, but they are aware then they correct themselves but, if error they do not know it is a mistake, they do not correct against the error so we have to correct it. That’s it.]

From the two answers above, the lecturer said that students evaluate the mistakes through paraphrasing and they correct themselves; in case if the students are aware with the mistakes. Yet, if the students do not know that they make a mistake the lecturer will correct it.

The students said that listen to the lecturer and they do not take a note about that mistakes or comment as stated below.

Excerpt #14

“*Paling kita dengerin aja sih evaluasi dari dosen.”*

[We only listen to the lecturer’s evaluation.]

Excerpt #15

“*Seharusnya sih wajibnya nyatet tapi kita malas.”*

[I have to take note but we are very lazy.]

Based on the students’ answers, the researcher inferred that students do not applied metacognitive strategy to monitor their mistakes. They do not take notes about the lecturer correction; they only listen to the lecturer.

All in all, it can be inferred that metacognitive strategy is applied by students by organize the material at home by preparing the answers from lecturer’s questions that has been given in the previous section. They also prepare themselves before do the presentation by make a main point of the material. In other hand, for monitoring their mistakes in learning students will evaluate themselves through paraphrasing and listening to the lecturer’s correction about their mistakes or error. Yet, students are lazy to take notes about the correction.

1. Compensatory Strategy

From respondents’ answers, the researcher found that this strategy is applied by the students in the classroom in the process of enhancing students speaking skill.

Excerpt #16

*“Kalau dari dosennya, biasanya rajin buka* Oxford English dictionary *terus nonton film tapi gak pakai* sub title*, kalo pun pake* sub title*, pakainya yang bahasa Inggris.”*

[Usually the lecturer asks them to consult oxford English dictionary diligently, and then watch the movie without subtitle or even use the subtitle, use English subtitle.]

The students has same answer as the lecturer above, they improve their speaking ability by watching English movie and listening to the English song.

Excerpt #17

*“Sering-sering nonton film.* Subtitle *pertamanya pemahaman dulu pake bahasa Indonesia baru bahasa Inggris.”*

[Watch movie often. First, use Indonesian subtitle after that English subtitle.]

Excerpt #18

*“Paling dari film dari lagu-lagu.”*

[From movies and songs.]

Excerpt #19

*“Ya sama sih dari film dari lagu-lagu.”*

[Yes, same as her. From movies and songs.]

Based on the respondents’ answer above, it can be inferred that students learn to speak English by watching movie with English subtitle or without subtitle at all. Not only that, but the lecturer said that students are usually consult oxford dictionary diligently in the process of learning language.

Next, the lecturer said that the students use Indonesian language when they forgot the content, as stated below.

Excerpt #20

*“Nah ini mungkin ketika di lapangan kalau mereka diharuskan presentasi dalam bahasa Inggris ya 100% bahasa Inggris gitu biasanya mereka menggunakan L1* they use Indonesian*. Tapi lebih banyak kalau saya perhatikan* if they have to present in English whatever it is something happen to do in English *lupa, langsung bahasa Indonesia. Biasanya gitu.* They don’t use gesturebecause it’s easier to use Indonesian because this is not their major. They use Indonesian all the time when they forget.”

[May be when they are in real situation when they have to do presentation 100% in English they usually use L1, they use Indonesian. But mostly when I pay attention if they have to present in English whatever if there is something happen to do in English, forget, they use Indonesian directly. They don’t use gesture because it’s easier to use Indonesian because this is not their major. They use Indonesian all the time when they forget.]

Different from the lecturer’s answer, the students answer that they use gesture when they forgot.

Excerpt #21

*“Ya mainin tangan juga kalau lupa”*

[Use a hand when I forget something.]

Excerpt #22

*“Iya sama mainin tangan. Jadi kita kan ada teknik berbicara di depan umum ya, ketika kita lupa kita harus kaya gimana”*

[Yes same as her. So, we have speaking technique in front of people, what we should do when we forget something.]

Excerpt #23

*“Iya sama mainin tangan atau berhenti dulu sebentar buat inget-inget”*

[Yes same as her. Use a hand or pause to remember.]

According to the answer above, based on the point of view of lecturer students will use Indonesian directly when they have trouble in English. They do not use synonym or try to use gesture to lead the information. It is because using Indonesian language is easier for them rather than use synonym. In contrast with the lecturer’s answer, the students said that they will play hand when they forgot or pause to remember as stated in excerpt #23. As stated by respondent two in excerpt #22, they have speaking technique in front of public what they should do while they forgotten.

1. Affective Strategy

According to the respondents’ answers, the researcher concludes that this strategy is applied by students as stated below:

Excerpt #24

*“Hmm gimana caranya hmm biasanya* it’s little bit unique *Ilkom* students because they really get nervous you know *hahaha* they really confident group but some of them are channel their nervous to joking, to joking *ya itu pasti seperti kamu saksikan sendiri saja.* They use comedy as the way of their nervousness*. Minta ijin,* they very expressive group so they say I’m nervous can I have time to prepare myself? Sure*. Gitu biasanya, itu yang kedua. Apalagi ya?* They express “I’m nervous Miss I’m nervous” *gitu.* I told you they are very unique very confident they are.”

[Hmm, usually it’s little bit unique Ilkom students because they really get nervous you know hahaha they are really confident group but some of them are channel their nervous to joking, must be like that as you saw. They use comedy as the way of their nervousness. They very expressive group so they say I’m nervous can I have time to prepare myself? Sure. That is the second. What else? They express “I’m nervous Miss I’m nervous.” I told you they are very unique, very confident they are.”

Based on the lecturer’s answer above, the students overcome their nervousness through jokes. They made jokes to cover their nervousness. Not only that, but also they express their nervousness by say “Miss, I’m nervous” or they ask more time to prepare themselves.

The student also has an answer how to cover their nervousness, as stated below:

Excerpt #25

*“Hmm mainin tanganlah supaya gak grogi gitu. Paham gak?”*

[Use my hand to cover nervousness. Do you understand?]

Same as the excerpt #22, students’ answer above shows that they have ways to cover their nervousness. They will make a simple movement with their hands as a speaking technique.

1. Social Strategy

After interviewed the lecturer and the students, the researcher got result that social strategy is applied by students in the process of enhancing their speaking ability.

Excerpt #26

*“*As you saw in the class, I always put them into the groups because *Ilmu Komunikasi* have big classes*. Apalagi belajar bahasa yang bukan* their major is their minor *hehe* therefore they always has to be in a group *dan mereka biasanya sadar gitu ketika bentuk kelompok saya bebaskan untuk membentuk kelompok sendiri dan biasanya mereka memilih satu dua tersebar gitu yang yang* skill *bahasa Inggrisnya itu baik maka mereka jadi ketua kelompok dari masing-masing kelompok gitu.”*

[As you saw in the class, I always put them into the groups because public relation has big classes. Moreover learn a language that is not their major that is their minor. Therefore they always has to be in a group and usually they are aware when make a group, I let them to make a group by themselves and usually they choose one or two students who has a good skill in English, so they are being a leader of each group.]

Based on the lecturer’s answer above, it can be seen that students always work in group. It means that they always work with the other to understand the material or topic discussion together. They also aware when lecturer asks them make a group; the students who have a good skill in English will spread in each group. Therefore, students will learn English together with other in group.

Meanwhile, students said that they discuss the material in three languages such as English, Indonesian and Sundanese as stated below.

Excerpt #27

*“*Iya campur kadang bahasa Inggris, bahasa Indonesia kadang ada bahasa Sunda juga*”*

[Yes I mix English, Indonesian and also Sundanese.]

All in all, based on the result of the respondents’ answers in answering the questions which are related to the indicators shows that the students learn English by practice themselves in naturalistic setting like doing presentation and daily life as stated by #R1 in excerpt #2. They also prepare the answer at home when the lecturer gave questions in the previous meeting. Not only that, they also prepare the material by make a main point of the topic before do the presentation. For monitoring their mistakes in learning students will evaluate themselves through paraphrasing and listen to the lecturer’s correction about their mistakes or error. Yet, when they have trouble in English they will use Indonesian language not the synonym of the words because that is easier rather than use synonym. The students also learn to speak English by watching movie with English subtitle and consult oxford dictionary diligently. When the students get nervous, they will cover their nervousness through jokes or ask more time to prepare themselves before presentation. In other way, students will play a hand when they forgot something to say. The last, the lecturer always puts them into group because it will facilitate them in learning English when they work together.

1. **Data Analysis**

The data that were analyzed were from observation, questionnaire and interview. There are six strategies being investigated, they are: cognitive strategy, mnemonic strategy, metacognitive strategy, compensatory strategy, affective strategy and social strategy.

1. Cognitive Strategy

This strategy helps the students to get information by guessing, summarizing, analyzing and writing the main point.

From the observation data, the researcher analyzed that most of students guess the meaning of words or sentence when the lecturer ask questions which are related to the topic. The students also write the main point of material which was explained by the lecturer. From the result of questionnaire, 83% of respondents admit that they often guess the meaning of words and sentence in English that they do not understood. Then 75% of respondents admit that they write the main point of material that is being described and only 58% of respondents admit that they summarize the material that have been learned in order to help them memorize the information. The last from interview, it can be analyzed that students improve their speaking ability through naturalistic setting like present a presentation and daily life as stated by #R1 in excerpt #2.

Based on the result above, it can be concluded that cognitive strategy is applied by them in the process of enhancing their speaking skill. For example, guessing the meaning of words or sentence, writing the main point of the materials and practicing in naturalistic setting.

1. Mnemonic Strategy

This strategy facilitates the learners to remember the information by using gesture and sounds.

According to the data from observation, the students use body movement when they have trouble in English in presentation. They also linked the information they already knew with new information. Based on the data from questionnaire, the writer found that 92% of respondents admit that they remember new vocabulary with demonstrating the word in the process of enhancing their speaking ability. Next, 83% respondents tell that they demonstrate the word they mean when they forget or they have difficulties in speaking English to enhance their speaking ability. Then, 83% respondents recognize that they linked information that they knew with new information in the process of enhancing their speaking ability. Yet, there is no result from the interview process.

From the result above, it can be concluded that mnemonic strategy is used by the students. For instance, using body movement when they have trouble in English and demonstrating vocabularies.

1. Metacognitive Strategy

This strategy facilitates the learners by evaluating, monitoring their mistakes, gathering and organizing materials or arranging study space.

Based on the data from observation, the researcher analyzed that most of students organize the materials by summarizing the information before they present the materials even several students were seen to practice how to speak in front of the class. When they made mistakes they did not do anything. Then from data questionnaire result tells that 83% of respondents admit that they summarize the materials before they do the presentation to improve their speaking ability. The next point, recorded that only 33% of respondents who evaluate themselves by take a note their mistakes in speaking English. Same as the previous point, there only 33% respondents who choose a specific space to learn in order to be more focus in learning in the process of enhancing their speaking ability. The last from data interview, the researcher analyzed that students organize the material at home by preparing the answers from lecturer’s questions that has been given in the previous section. Meanwhile, students also make main point to help them more understand before presentation. Furthermore, in monitoring their mistakes students will evaluate the mistakes through paraphrasing and listening to the lecturer correction about their mistakes or error.

In conclusion, metacognitive strategy is applied by the students which is done by organizing the materials before presentation, summarizing the materials and paraphrasing the sentence.

1. Compensatory Strategy

This strategy helps the learner to recall the missing knowledge of written and oral communication by using synonym, guessing from the context in listening and reading and using gesture or pause words to lead the meaning of word or information that may help the learner make up for missing knowledge.

According to the data from observation, the researcher analyzed that most students made simple movements on their hands when they got nervous or forgot during the presentation. They chose to consult online dictionary when they forgot; they did not use the synonym of words. Then from the results of questionnaire data, the researcher found that 67% of respondents admit that they look for replacing words to make help them to understand when they have difficulties. Next, there are recorded that 100% respondents realized that they listen to someone who speaks English in the process of learning language to enhance their speaking ability. Almost the same as the previous statement, there is 92% of respondents admit that they listening to English song and watching English movie in order to improve their speaking ability. The last from data interview, it can be inferred that students learn to speak English by watch movie with English subtitle or without subtitle at all. Besides, students usually consult oxford dictionary diligently in the process of learning language. In addition, the students do not use synonym of words when they have trouble in English.

So, it can be concluded that this strategy is applied by the students in the process of enhancing speaking skill. For instance, listening to someone who speaks English, listening to English song and watching English movie with or without English subtitle and consulting online oxford dictionary.

1. Affective Strategy

The aim of this strategy is to make the learners aware with their emotion in learning language and keeping their optimistic feeling to make learning more helpful, efficient and effective.

The data from observation has been analyzed that most students try to calm down during the presentation. Besides, they are confident in delivering the material while presentation even though sometimes they got nervous when they forgot something, they return to confidence. In the first statement of data from questionnaire recorded that 100% respondents admit that they motivate themselves to be brave to speak English in front of people. Next, index percentage 92% obtained that respondents try to calm down themselves when they are afraid of speak English. Last statement from data questionnaire shows that 75% of respondents give compliment for themselves if they can speak English well. From the data of interview, the researcher analyzed that the students overcome their nervousness through jokes. They also express it by say “Miss, I’m nervous” or they ask more time to prepare themselves. In other way, students will play their hand when they have trouble or forgot something to say.

From the results above, the writer concludes that affective strategy is used by the students which is done by trying to calm down when they are afraid of speak English or during the presentation, motivating themselves to be brave to speak English in front of people and making jokes to cover their nervousness.

1. Social Strategy

Social strategy helps the learner work with others and understands the target culture as well as the language. For example, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task or talking to native-speakers.

According to the data of observation, it can be analyzed that this strategy is applied in the classroom although not very visible since they were discussed the topic with the group in Indonesian more often than English. Based on the result of questionnaire data, from the first statement recorded that only 50% of respondents practice to speak English with native-speakers to improve their speaking skill in English. From the second statement, there are 67% of respondents who practice to speak English with their friends. The last statement shows that 87% of respondents admit that they improve their speaking skill by asking others when they have trouble. From the data of interview, the researcher analyzed that they use this strategy by work in group. So, it can be concluded that social strategy used by students in the process of enhancing their speaking skill.

In addition, based on the result from all instrument cognitive, mnemonic, metacognitive, compensatory, affective and social strategy are the most significant strategy used to enhance their speaking ability. In other words, those six strategies are used by students.

Zooming out to the result, Nunan (2001) says that there are six major types of language of language learning strategies they are: cognitive strategy, mnemonic strategy, metacognitive strategy, compensatory strategy, affective strategy and social strategy.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## Conclusion

After finding and analyzing the data from all instruments, the writer finds out there are six significant strategies that are used by Communication Studies focusing public relation in the process of enhancing their speaking ability. They are cognitive strategy, mnemonic strategy, metacognitive strategy, compensatory strategy, affective strategy and social strategy. The students use cognitive strategy by guessing the meaning of words or sentence, writing the main point of material, summarizing the material that have been learned and presenting the materials. Next, they use mnemonic strategy by using body movements and demonstrating the words. Next, they use metacognitive strategy by organizing the material and practicing how to speak before presentation. Then, for compensatory strategy the students make simple movement on their hand when they got nervous, looked for replacement words to make them easier to understand, listened to someone who speaks English, listen to the English song and watch English movie. For affective strategy, the students try to calm down during the presentation, motivate themselves to be brave to speak English in front of people and give compliment for themselves if they can speak English well. Sometimes, they also make jokes to overcome their nervousness and try to calm down by use their hand when they get nervous. The last, students use social strategy by practicing to speak with native-speakers or their friends, working in group and asking others when they have trouble in English.

## Suggestion

Based on the result of the research, the researcher has several suggestions. First for students, because one of the components of speaking ability is pronunciation it is very useful for students to improve their pronunciation. It is because when the pronunciation is mistaken, the meaning might be different.

Second, it can be effective to enhance speaking ability by practicing conversation with friends or native speakers. Since when they faced the real situation like in work place, they must speak as natural as possible with the other person who speaks with them.

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