**THE ANALYSIS OF STUDENTS’ LEARNING STRATEGIES**

**ON SPEAKING AT TENTH GRADE OF SMAS 1**

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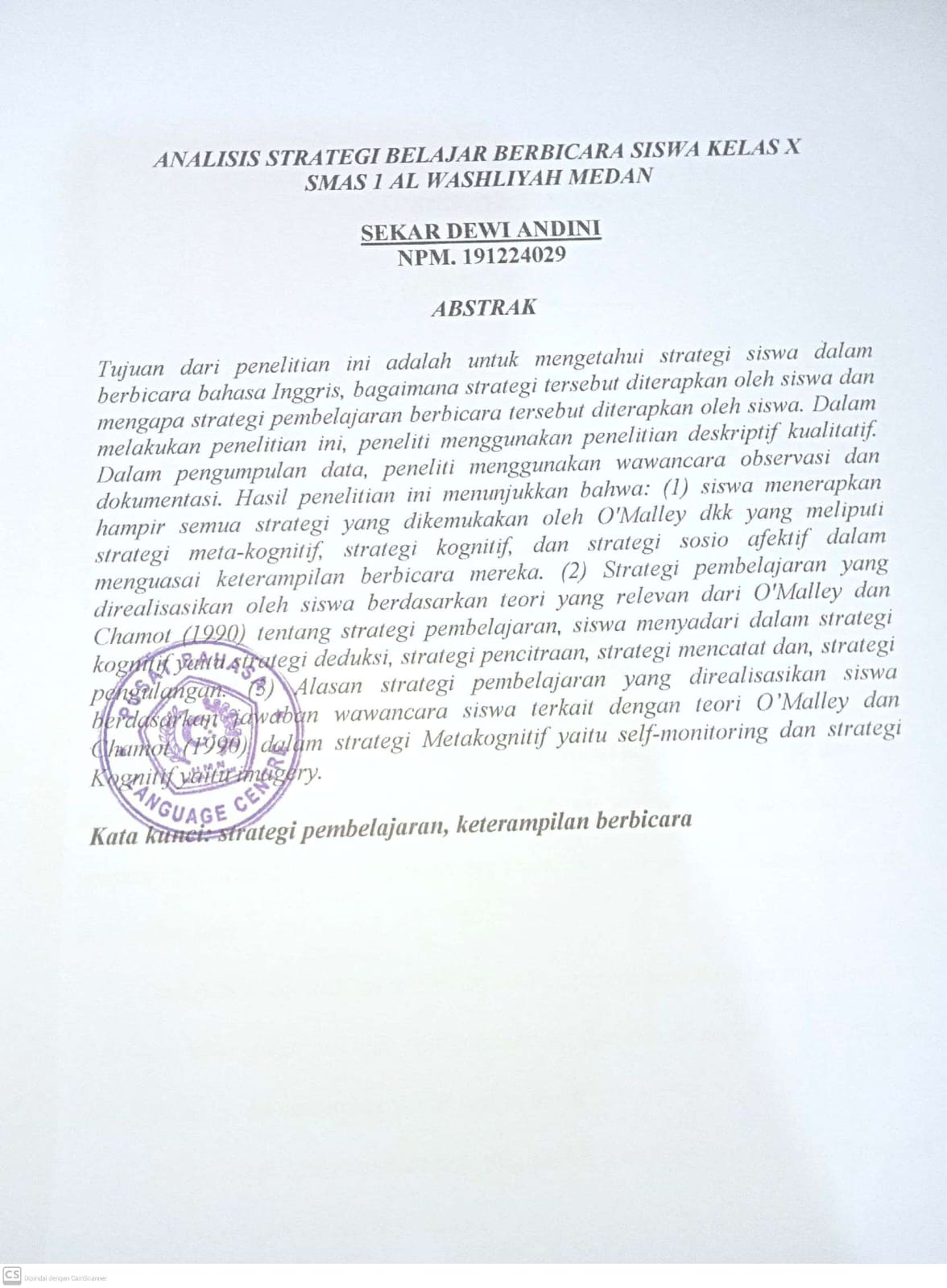
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**ABSTRACT**

The objectives of the research were to know the students’ strategies in speaking English, how the strategies were realized by students and why the learning strategies in speaking were realized by the students. In conducting this research, the research uses descriptive qualitative research. In collecting the data, the researcher uses observation, interview and documentation. The result of this research shows that: (1) the students applied almost all of the strategies proposed by O’Malley et al including meta-cognitive strategies, cognitive strategies, and socio affective strategies in mastering their speaking skill. (2) The way of learning strategies realized by the students based on relevant theories from O’Malley and Chamot (1990) about learning strategies, the students realized in cognitive strategies, there are deduction strategies, imagery strategies, note taking strategies and, repetition strategies. (3) The reason for learning strategies realized by the students based on the students’ interview answers related to the theory of O’Malley and Chamot (1990) in the Metacognitive strategy namely self-monitoring and Cognitive strategy namely imagery.

Keywords: learning strategies, speaking skill

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