THESIS

LANGUAGE LEARNING SPEAKING STRATEGIES USED BY NON-ENGLISH DEPARTMENT STUDENTS

(A Case Study at LSB UIN Walisongo in the Academic Year 2019/2020)

Dzakirul Anwar

1503046056

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

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Wassalamu'alaikum, wr. wb.

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ABSTRACT

Titlle : **LANGUAGE LEARNING SPEAKING STRATEGIES USED BY NON-ENGLISH DEPARTMENT STUDENTS(A Case Study at LSB UIN Walisongo in the Academic Year 2019/2020)**

Name : Dzakirul Anwar

Nim : 1503046056

This research discusses students' learning speaking strategies by non-English Department a case study at LSB UIN Walisongo. The objectives of the research are to explain the students' learning strategies in speaking skills and the strengths and the weaknesses of the learning strategies used by students at LSB UIN Walisongo. In conducting this research, the research uses descriptive qualitative research. In collecting the data, the researcher uses a questionnaire and interview. The data were analyzed by reducing the data, displaying the data, and drawing a conclusion. The result of this research shows that: (1) the students at LSB UIN Walisongo applied almost all of the strategies et al including: remembering more effectively (memory strategies), using mental processes (cognitive strategies), compensating for missing knowledge (compensation strategies), organizing and evaluating learning (metacognitive strategies), managing emotions (affective strategies), and learning with others (social strategies). (2) The strengths for the students when they apply those strategies are the students get many new vocabularies, they can fluently in speaking English, they know how to pronounce those words, and more confidence in speaking English. Besideshaving the strengths, the students also have their weaknesses. They are low in their grammar because they more focus on their speaking and tend to ignore grammar.

Keywords : ***language learning strategies, speaking skill, qualitative research***

MOTTO

KHAIRUNNAS ANFA'UHUM LINNAS "

لِلناسِأَنْفَعُهُمْالناسِخَيْرُ

Rasulullah Saw said: Khairunnas
anfa'uhum linnas, which means:
The best human being among you is
the most benefit for
other people.[1] (HR. Muslim Bukhari)

[1] https://muslimah.or.id/6435-pribadi-yang-bermanfaat.html

DEDICATION

In the name of Allah the beneficent and the merciful. This thesis is dedicate to:

All of my Families especially to my parents and teachers who educated and taught me with greatsincerity and all of my friends.

Alhamdulillahirobbil 'alamin, First and foremost I wish to take the opportunity to express my greatest gratitude to the Almighty God is Allah SWT, for giving the strength, health, kindness and blessing us until this thesis can be finished. Second, Shalawat and Salam are given to our beloved prophet Rasulullah Muhammad SAW. As an ordinary human, I realize that I cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, the researcher would like to express the deepest gratitude to:

1. Dr. HJ. Lift Anis Ma'sumah, M.Ag as The Dean of Education and Teacher Training Faculty UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, M. Pd. As the Head of the English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
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4. All lecturers in English Department and all lecturers of Education and Teacher Training Faculty for the valuable knowledge and guidance during the years of my study.
5. All of my beloved family members, especially my beloved Parents, (Ibu Zunariyah and Bapak Abdullah), my beloved

brother (Moh. Zafiul Marom)Thank you so much for the great patience, motivation, love, and affection of your prayer is my successfulness.

6. All of my classmates in PBI B 2015 that I can't mention the name one by one.
7. My best friends (Miftahu Surur, A'an Khunaifi and Ainur Rahma Al Fathy), All camp Bidik Misi (Abdul, Arif, Gusdur, Najah, Asror, Ulul)Who always support me from the first time untill the end.
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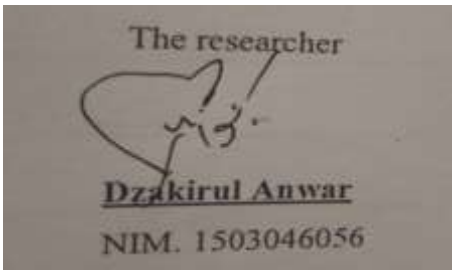
Finally, The researcher realizes that this thesis is still far from completeness, so the researcher expects this thesis be useful, especially for the researcher and generally for the readers.

Semarang, 03 Desember 2019



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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study, and reasons for choosing the topic.

A. Background of the Study

Speaking skill is an important aspect of learning English because students use it to communicate with others. In language classes, we have to know how to understand what people say. In addition, it is also related to how we express our ideas when want to conveyideas to our friends with good and easy language so that they can get the point. Besides that, it is one of the big roles in the communication process, it also one of the basic human needs and cannot be separated from their lives. As social beings, people need to talk to communicate and interact with others to meet their needs. Through talking, people can give their ideas, share information, and express feelings directly or indirectly.

For most students mastering speaking skills is the single most important aspect of learning a foreign language, because speaking has five components namely: grammar, vocabulary, comprehension, fluency, and pronunciation. Students have to be

aware of these components. Before they speak, they should know what they will say; therefore, they need to have many ideas in their minds about what they will say[1]. However, speaking a foreign language is not an easy skill to be mastered by learners. They consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Speaking also becomes a primary factor, because people judge one's English competency through his speaking. If a student can speak English well, it indicates that he masters English.[2]

Speaking skill is very needed by many people especially students who are majoring English, because it has been needed for them in that major. It is also needed by non-English students who have a preference to learn English because by mastering speaking skills they will have added value. In addition, job seekers also need speaking skill if they want to apply for a job in the foreign company because it has been a particular requirement for the company since a foreign company has significant relation as especially with other foreign companies in which the people there are from various countries.

[1]Nunan, D, *Language TeachingMethodology: A textbook for teachers*. 1991, New York: Prentice Hall International, page 39

[2] Muhammad NafiAnnury, "The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department", *Register Journal*, (Vol. 6 No. 2, 2013), page 200

Students need to have a good learning strategy to have good speaking, because it can overcome problems when speaking. Before they practice speaking they can prepare what is the right strategy to solve the problem when speaking by memorizing or taking notes. Every student has various difficulties, and the difficulties faced by the students are not the same. Some students who speak fluently, because they have good grammar, sufficient vocabulary, and proper pronunciation but others cannot speak English, there are don't have enough vocabulary, poor grammar, nervous, lack of self-confidence. Individual learning is defined as the capacity to build knowledge through individual reflection and have different capacities that differ in their knowledge, experience, and knowledge that are built from external stimuli and sources. It is a fundamental requirement of existence.[3]

Therefore, to overcome the problem that is owned by students the right learning strategy is needed to overcome the problem. One of the ways learners become actively involved in controlling their learning is by using strategy. Learners use different language learning strategies in performing the task and processing the input they face. Language learning strategy is a

[3]Muhammad NafiAnnury. Students' Language Learning Styles: An Ethnographic Case Study AtUinWalisongo Semarang. *VisionJurnal*, Volume 5 Number 1, 2016. Page 137

right way for how students can overcome their problems and can complete their tasks because it influences the successful level of learning. According to O'Malley good learners are aware of the learning process and themselves as learners, and seek to control their own learning through the use of appropriate learning strategy[4].

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning, especially in speaking.[5] In other words, language learning strategies give teachers clues about how their students assess the situation, plan, select appropriate skills to understand, learn, or remember new input presented in the language classroom. Learning Strategies are supposed to be used to attain goals or to solve a problem. In another way, it can be said that learning strategies can be used to solve students' problems in speaking.[6]

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[4]O'Malley, J. M. &Chamot, A. U, *Learning strategies in second language Acquisition*, 1990, Cambridge: Cambridge University Press, page 188

[5]KaratasHakana, BalyerAydina. AlciBulenta. an Investigation Of Undergraduates Language Learning Strategies. Procedia- *Social and Behavioral Sciences 197 . 2015. page 1349*

[6]R. SiwiJuwita N., Muhammad Sukirlan, Budi Kadaryanto, Correlation Between Students' Learning Strategies and Their Speaking Skill at High School, 2015, Page 4

In brief, the researcher assumed that there must be a correlation between students learning strategies and their speaking skill. Al-Qur'an as a guide and guideline for the human had given outlines about education, especially regarding learning methods and teaching methods. Allah said in surah An-Nisa verse 63:

لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَ

"They are people whom God knows what is in their hearts. Therefore turn away from them, and teach them a lesson, and say to them words that have etched on their souls".

The word "Baligh" in Arabic arrives or reaches the goal. When associated with qawl (greeting), the word balig means fluent, clear meaning, bright, right to express what is desired. Therefore the qaulanbalighan principle can be translated as the principle of effective communication. Effective and efficient communication can be obtained if you pay attention first when learning adjusts the speaker to the nature of the audience. The term Al-Quran "fiianfusihiim", meaning delivery by "language" of the local community. The second thing is that communication in the learning process can be accepted by students when the

communicator touches the brain or the mind as well as at the same time.[7]

Researching about learning strategies in speaking in English department has common things, so that why the researcher chooses Non-English Department. The researcher chooses the research object at LSB, because the researcher wanted to investigate how- English department students used their learning strategy, and the researcher choosed LSB as the object of this research, because there were many non-English department students there, based on my observations in LSB. The researcher found several phenomena that appropriate for my research, and the researcher chooses LSB as the research object.

This research aim is to describe language learning speaking strategies in the Non-English department. Besides, this research recommends several pedagogical implications that are beneficial for the process of language teaching. This study affirms that the pedagogical implications deserve teachers' considerations.

[7]Mcdens14, Metode Pembelajaran Dan Pengajaran Dalam Surat Al-Qur'an, https://mcdens13.wordpress.com/metode-pembelajaran-dan-pengajaran-dalam-surat-al-qur'anretrived on 25 march 2019

B. Reasons for Choosing the Topic

The use of appropriate learning strategy in speaking is very influential on the success of students, because they can solve their problems that they face during learning, especially in speaking skills, because in speaking we need to use the appropriate strategy to reduce nervous and anxious when we talk. Therefore the appropriate strategy is needed. This is the reason ofhow importantthe student must learn the appropriate strategyin speaking.

a. The writer is interested in learning strategy because it is still rarely researched by English Education Department Students of UINWalisongo, especially in the Non-English Department about learning strategy in speaking.
b. The writer feels that learning strategy in speaking is important to research because the result of the research can open our mind, that appropriate learning strategy has an important role in the success of learning, beacause every student will have a different way of speaking because of student have different psychology, personality, biological aspects, and background knowledge.
c. The language skills of Non- English Education Department students in speaking and arguing, especially in terms of speaking skills, have not optimally based my observation

before. Students should become aware that their failure is due to the use of an in-appropriate learning strategy rather than an insufficiently developed skill. Even though we are not language students but we are still required to master it. This is one of the reasons for choosing the topic and the reason why the researcher chooses Non- English Education Department students as the research subject. The researcher chooses the second semester because they haven't got much materialfrom the prior knowledge, so they will produce natural speaking how they act and communicate with one another.

C. Research Questions

Based on the background of the study above, the problems of the study are as follows:

1. What are the strategies of learning English speaking used by *Non-English Department Students of LSB?*
2. What are the strengths and weaknesses of students' learning strategies in speaking skill of *Non-English Department Students of LSB?*

D. Objectives of the Study

Based on the research questions above, this particular study aimed at finding out:

1. To analyse the strategies of learning English speaking used by Non-English Department Students of LSB in the academic year 2019/2020.
2. To explain the strengths and weaknesses of students' learning strategies in speaking skill of Non-English Department Students of LSB.

E. Scope and Limitation of the Study

The scopes of the study are limited to the subject and object investigated:

a. Subject: The subject of this research is the second-semester students of Non English Education Department at LSB (Lembaga Study Bahasa) in Education and teacher training Faculty of UIN Walisongo Semarang in the Academic Year 2019/2020.
b. Object: The object of this research is language learning strategies in speaking skill. This research describes learning strategy used by the students at LSB (Lembaga Study Bahasa) of UIN Walisongo Semarang.

F. Significances of the Study

The results of the study are expected to be used theoretically and practically:

1. Theoretically significance

   To improve knowledge for either teacher or student, the researcher hopes that this research will give a contribution to the development of education.

2. Pedagogically significance

   a. To students of the English department

      The result of this study can be used as a piece of additional knowledge to improve the ability to speak in learning the speaking process. And the students can speak more effective after they applied the strategies.

   b. To teacher

      The result of this study can be used as additional information in teaching speaking to the student.

   c. To other researchers

      The result of this study can be used asreferences for those who want to conduct research in the English teaching Learning Process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals withthe description of theories, the profile of LSB *(Lembaga Studi Bahasa)*, and previous studies.

A. Theory of Learning Strategy in EFL

1. The Definition of Learning Strategies

There are some experts who define and classify learning strategies. One of them O'Malley and Chamot state that "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".[8] Oxford also points out learning strategies are specific actions taken by learners to help their learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable[9]. Language learning strategies help learners retrieve and store materials and facilitate and even accelerate their learning. Offered by Oxford (1990) has achieved remarkable interest. In Oxford's taxonomy strategies are divided into six categories of

[8] O'Malley, J. M. &Chamot, A. U, *Learning Strategies in Second Language Acquisition*, 1990, Cambridge: Cambridge University Press, page 1

[9] Oxford, R. L. *Language Learning Strategies: What Every Teacher Should Know*, 1990, New York: Newbury House, page 8

strategiy: memory, cognitive, compensation, metacognitive, affective, and social[10].

White (1999) in Hurd& Lewis (2008) states language learning strategies that are generally designed and operated by the learner to learn the target language or facilitate a language task. Strategies offer how students can choose the right strategy as consciously as possibleby considering the changes that occur in the environment, so that they can optimize the chances of success in their language learning. As a strategy that characterizes the relationship between intention and action, it is important that a person must be aware of their needs, preferences, goals, and problems.[11]Wenden and Rubin in AlAzmy (2012) define learning strategies as for any set of operations, steps, plans, and routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information.[12]

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[10]Bahador Sadeghia. Mohammad Taghi Hassani, Ahmad Dashtaki Hessari on the Relationship Between Learners' Needs and Their Use of Language Learning Strategies, *Procedia - Social and Behavioral Sciences* 136 (2014), page 256

[11]White, C, *Language Learning Strategies in Independent Language Learning: An Overview*,2008, *In Hurd, S., & Lewis. T (Eds.), Language Learning Strategies in Independent Settings (p. 3-24)*,North York: Multilingual Matters.

[12]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking, *Jurnal Al-Ta'lim, Jilid 1*. Nomor 2 Juli 2012, page 126

Brown (1994) in Abbas (2014), in his attempts to distinguish between learning strategies,learning style, and defines strategies as "specific methods of approaching a problem or task, modes of operating of achieving a particular end, or a planned design for controlling and manipulating certain information". Learning strategies are different from learning styles, strategies are very widely within an individual, while styles are more constant and predictable.[13]

In other words, a language learning strategy is a tool or method or action chosen by students to receive information or to improve their comprehension, or retain new information. So they can overcome their problem and enjoy their learning and achieve their language learning goals.

2. Classification of Language Learning Strategies

Some experts have classified language learning strategies

A. O'Malley and Chamot, they classified language learning strategies into three sub categories : **first**, metacognitive strategies, it meas strategies applied to plan for learning and thinking about the learning process, monitoring production and comprehension as well as evaluation after the completion of an activity. Among the main meta-cognitive strategies, it is possible to include advance

[13]Cristina Ungureanua. Corina Amelia, Georgescu, Lerners Strategies in Language Leraning, *Procedia - Social and Behavioral Sciences* 46 (2012 , Page 5001

organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.[14]**Second,** cognitive strategies are more limited to specific learning tasks, and they involve more direct manipulation of the learning material itself. The strategy includes repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inferencing. These are among the most important cognitive strategies.[15]**Third,** socio-affective strategiy have to do with mediating social activities and interacting with others.

1. Metacognitive strategies

O'Malley and Chamot divided Metacognitive Strategies into three sets of strategies they are centering your learning, arranging and planning your learning, and evaluating your learning[16]. Wenden and Rubin

[14] Cristina Ungureanua. Corina Amelia. Georgescu, LernersStrategies in Language Leraning., *Procedia - Social and Behavioral Sciences* 46 (2012), Page 5001

[15]Abdol Maujud a Hardan. Language Learning Strategies : a General Overview, *Procedia - Social and Behavioral Sciences* 106 (2013), Page 1719

[16]O'Malley, J. M. &Chamot, A. U, *Learning Strategies in Second Language Acquisition*, 1990, Cambridge: Cambridge University Press, page 44-45

(1987)examine how learner regulates their learning by planning, monitoring, and learning their learning activities. Metacognitive strategies refer to regulate, or self-directed learning such as planning, goal setting or self-management.[17]Rubin (1981, 1987) in Hong Shi (2017) identified six direct learning strategies compared with indirect strategies:

a. Clarification/verification strategies, including asking for verification or confirmation for the language rules.
b. Guessing/ inductive reasoning, which can be used to infer meaning based on what students knew in the language.
c. Deductive reasoning, which refers to learners using rules or knowledge of the language to deduce hypotheses about the language forms.
d. Practice, which can be used in repetition or applying rules or focusing on the accurate use of language rules.
e. Memorization, which refers to use of techniques to store and retrieve new information.
f. Monitoring includes identifying and correcting errors.

[17]Hong Shi, Learning Strategies and Classification in Education, *Institute for Learning Styles Journal* • Volume 1, Fall 2017. Page 28

In addition, O'Malley in Wenden and Rubin in Al Azmy provide an extended list of planning strategies: self-management, advance preparation, advance organizer, directed attention, selective attention, and delayed production.[18]

1. Self-management: Understanding the conditions that help students and arranging for the presence of those conditions. For example, the students make calm conditions when studying in the classroom or outside of class[19].
2. Advance preparation: It is planning for and rehearsing the linguistic components necessary to carry out an upcoming language task. For example, a student makes summaries of the materials to prepare the final exams.[20]
3. Advance organizer: It is previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle. For example students review before they go into class.[21]

[18]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking. *Jurnal Al-Ta'lim, Jilid 1*.Nomor 2 Juli 2012.page 126

[19]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking,... page 126

[20]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking,..... page 126

[21]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking,... page 126

4. Directed attention: It is deciding in advance to attend in general to a learning task and ignore irrelevant distracters.[22]
5. Selective attention: It is deciding in advance to attend to specific aspects of input, often by scanning for keywords, concepts, and linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the dialog.[23]
6. Delayed production: It is checking the outcomes of one's language learning against a standard after it has completed. For example, the students try to speak with foreign tourists to practice speaking skill.[24]

Metacognitive strategies refer to learners' behavior in centering, arranging, planning, and evaluating their learning. Metacognitive strategies encompass a) paying attention; b) delaying speech production to focus on listening; c) organizing; d) setting goals and objectives; e) planning for language task; f) self-monitoring, and g) self-evaluating. Metacognitive strategy can be tested when

[22]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking,... page 126
[23]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking, ...126
[24]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking, ...page 126

reading the target language. It includes three sections: global reading, problem-solving reading strategies, and reading support strategies[25].

2. Cognitive Strategy

O'Malley and Chamot divide cognitive strategy into four parts, namely practicing receiving and sending messages, analyzing and reasoning, and creating structures for input and output. But More clearly, O'Malley and Chamot Classified cognitive strategy:

1. Summarizing: Saying or writing the Main idea or in other words, It is Making a mental, oral, or written summary of new information gained through listening or reading.[26]
2. Induction: Figuring out the rules from samples of language It is applying rules to understand or produce the second language or making up rules based on language analysis[27].
3. Imagery: It being able to visualize a picture and use it to learn new information, It is using visual images

[25]Turgay Han, Foreign Language Learning Strategies in the Context of STEM Education.**,** *Gist **E**ducation and **L**earning **R**esearch **J**ournal*, ISN 1692-5777. Page 82

[26]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning,... page 5001

[27]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning,... page 5001

(either mental or actual) to understand or remember new information. For example, students use an illustration that has a relation with the topic in order to memorize faster.[28]

4. Auditory representation: Mentally replaying a word, phrase or piece of information. It is planning back in one's mind the sound of a word, phrase, or longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.[29]
5. Making Inference: Using the information in the text to guess the meaning. It is using available information to guess meanings of new items, predict outcomes, or fill in the missing information. For example, the students' things of the whole meaning of the sentence, and then he/she can get the meaning of the new word.[30]
6. Using resources: Developing the ability to use reference material. Another word. It is using target language reference materials such as dictionaries,

[28]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning,... page 5001

[29]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning... page 5001

[30]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning,... page 5001

encyclopedia, or textbooks. This is the first language as a base for understanding and/or producing the second language. For example, students are searching new vocabulary in the dictionary.[31]

7. Grouping: Classifying words, terminologies, quantities, or concepts. It is classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words.[32]
8. Note-Taking: Writing down keywords and concepts in verbal graphic or numerical forms, It is writing down keywords or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the students prepare a book to catch all materials while listening section.[33]
9. Elaborating of Prior knowledge: Relating new to information and making a personal association, It is relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the

[31]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning,... page 5001

[32]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning,... page 5001

[33]Cristina Ungureanua. Corina Amelia, Georgescu, Learners strategies in language learning,... page 5001

new information. For example, the students relate new information to other concepts in memory.[34]

3. Social Affective Strategies

Social affective language learning is actions learners take during or related to interactions with others to assist or enhance their own language learning.[35] These strategies include methods students use to regulate their emotions, motivation and attitude to helps them learn the language. Social-affective strategies are very important in learning a language because language is used in communication and communication occurs between people. O' Malley and Chamot divided socio-affective strategies into three sets of strategies are; Asking some questions, Cooperating with others, and Empathizing with others.[36]

1. **Cooperation:** It is working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. For example, the

[34]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking, *Jurnal Al-Ta'lim, Jilid 1*, Nomor 2 Juli 2012, page 126

[35]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking.... page 126

[36]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking.... page 126

students cooperate with their friends to make a discussion about choosing a suitable person.[37]

2. **Questioning for clarification:** It is eliciting/asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. For example, the students ask the correct pronunciation to their friends or private teacher.[38]
3. **Empathizing with others:**It means to put oneself in someone else situation to understand that person point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others.[39]

Cited from the journal at ta'lim in al Azmy Classified socio-affective strategies into :

1. **Cooperating** Learning how to work with peers completing a task, pooling information, solving a problem, and obtaining feedback
2. **Clarifying** Learning how to ask a question how to get additional explanations, or verifying from the teacher or someone else who might know the answer

[37]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking.... page 126

[38]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking.... page 126

[39]Al - Azmi, The Students' Language Learning Strategies in Reading and Speaking.... page 126

3. **Self- Talk** Reducing anxiety by talking positively to oneself.[40]

Based on the description above, affective strategies refer to how learners can lower their anxieties; control their motion and how they motivate their learning. Social strategies refer to learner's activity involving other people, for instance, by asking some questions to their teacher or their colleagues, by cooperating with peers, and by asking correction.

B. Oxford classified more detail model of language learning strategies based on the synthesis of the previous work on good language learning strategies and her classification is "the most comprehensive classification of learning strategies".[41] She divided language learning strategies into direct strategies and indirect strategies.[42]Direct strategies involve direct learning and require mental processing of the language, which include :

1. Memory strategies, help learners store and retrieve new information, such as grouping, creating mental

[40] Al – Azmi, The Students' Language Learning Strategies in Reading and Speaking....page 126

[41]Hong Shi, "Learning Strategies and Classification in Education",*Institute for Learning Styles Journal*, *(*Volume 1, Fall 2017), Page 27

[42]Hong Shi, "Learning Strategies and Classification in Education",....Page 28

linkages, applying images and sound, reviewing, and employing action.[43]

2. Cognitive strategies, enable learners to understand and produce new language, such as reasoning, practicing, receiving and sending messages, analyzing and summarizing.[44]
3. Compensation strategies, allow learners to use the new language for comprehension or production despite limited knowledge, and they are used to make up for "an inadequate repertoire of grammar and, especially, of vocabulary". The strategies include guessing meanings from context or using gestures when the learners do not know the precise expression.[45] Indirect strategies support learning indirectly but are powerful to learning process, which include
    1. Metacognitive strategies, help learners to regulate their learning, such as paying attention, planning,

[43]Hong Shi, "Learning Strategies and Classification in Education",....Page 28

[44]Hong Shi, "Learning Strategies and Classification in Education",....Page 28

[45]Hong Shi, "Learning Strategies and Classification in Education"....Page 29

self-evaluating and monitoring one's errors or the learning process.[46]

2. Affective strategies, help learners to deal with their own emotions, motivation, and attitudes, such as lowering anxiety, self-rewards, self-encouragement.[47]
3. Social strategies, refers to ways in which learners learn the language through interactions with native speakers or the target language, such as asking questions, cooperating with peers and improving cultural understanding.[48]

B. Theory of Speaking

1. Definition of Speaking

Speaking is an ability to orally express opinions, thoughts, facts, and feelings to other people, animals and even to oneself. According to the Oxford dictionary, speaking is talking to someone about something, use voice to say something, make a speech to an audience and say or state

[46]Hong Shi, "Learning Strategies and Classification in Education",....Page 28

[47]Hong Shi, "Learning Strategies and Classification in Education",....Page 28

[48]Hong Shi, "Learning Strategies and Classification in Education"....Page 29

something.[49] While according to Longman's dictionary, speaking is saying things, express thoughts, ideas, be able to talk in language, make a speech, and to speak of worth mentioning.[50]

According to Nunan, speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning[51]. In a slightly different statement, Brown points out that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information[52]". In speaking, the students learn how to organize ideas, arrange sentences, and express language in the spoken form with good pronunciation and comprehensible language[53]. They must also learn about how to deliver the meaning of the language according to the context they are speaking

Johnson and Morrow as in (Dyah, 2017) stated that speaking which is popular with term 'oral communication', is

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[49]Evision Alan, *Oxford Learner's Pocket Dictionary Fourth Edition*, (Oxford: Oxford University Press, 2008), page 426

[50]Della Summer, *Longman Dictionary of American English*, (England:Pearson Education Limited, 2000), page 412

[51]David Nunan, *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall International, Ltd, 1991, page 38

[52]Brown, *Language Assessment Principles and Classroom Practice*.San Francisco: Francisco State Universities, 2004 page 134

[53]S. A. Gani, D. Fajrina& R. Hanifa, Students' Learning Strategies for Developing Speaking Ability.Studies In English Language And Education, , *2015*, Page 19

an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.[54]

Richards states that the mastery of speaking skills in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.[55]

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event.[56]Speaking requires learners to have knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances. In brief, learners need to know how to use the language in context.

Finocchiaro and Brumfit as in (Lia: 2015) propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation. To be

[54]Dyah Ayu Winanti, *Thesis*: "A Descriptive Study in Teaching Speaking by Using Videos at the Sevent Grade of Mts N Surakarta 1 in the Academic Year of 2016/2017", (Surakarta: IAIN Surakarta, 2017) , page 12

[55]Dyah Ayu Winanti, *Thesis*: "A Descriptive Study in Teaching Speaking by Using Videos,...page 12

[56]Dyah Ayu Winanti, *Thesis*: "A Descriptive Study in Teaching Speaking by Using Videos, page 12

able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of the English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be a sensitive person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the ability to change the direction of their thoughts on the basis of the person's responses.[57]

From the definition above,speaking by some experts, the researcher inferred that speaking is adynamic utilization of language to express thoughts between at least two individuals in which listeners and speakers need to respond. Speaking is how we express information in our minds with systematic verbal utterances to convey meaning. Speaking is using language in the mostsimply way by producing ordinary sounds. Speaking is not only to communicate with other

[57]Lia Amalia Nirmawati, *Thesis*: "Improving Students' Speaking Skills Through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in The Academic Year of 2013/2014", (Yogyakarta: UNY, 2015), page 9

people but by speaking we can get new information or we can share our idea with other people.[58]

2. The Problem of Speaking

The capacity to talk a second or a foreign language is regularly compared with the capability in the language. Without a doubt, one dissatisfaction normally faced by students is that they have spent numerous years concentrating on foreign language (including English), yet at the same time, can't speak it. One of the fundamental problems is that speaking usually takes place spontaneously and in real-time, which means that planning and production overlap. If a lot of consideration is paid to arranging, production suffers, the effect is a loss of fluency. On the other hand, if the speaker's attention is directed to production, it is likely that accuracy will suffer.[59]

Penny Ur portrays a few challenges in speaking activities that encountered by the students, those are the matter of inhibition, nothing to say, low or uneven participation and mother tongue use.

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[58]Ahmad, K. Seken, L.P. Artini, A Study on Strategies for Teaching Speaking And Reading Comprehension Skills. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris* (Volume 1 Tahun 2013). Page 2

[59]Scott, Thornbury, *An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching*, (Oxford: Mcmillan, 2006), page 208

1. Inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts[60]
2. Nothing to say. Even if they are not inhibited, some often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.[61]
3. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard and in a large group this means that each one will have only very little taking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.[62]
4. Mother-tongue use. In classes where all a number of the learner share the same mother tongue, they may tend to use it with several reasons, because it is easier, it feels

[60]Penny Ur. *A Course in Language Teaching, Practice and Theory*. (Cambridge: Cambridge University Press, 2009), page 121

[61]Penny Ur. *A Course in Language Teaching, Practice and Theory*, page 121

[62]Penny Ur. *A Course in Language Teaching, Practice and Theory*, page 121

unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes, particularly the less disciplined ormotivated ones to keep to the target language.[63]

On the other hand, Brown sated some characteristics that must be taken into account in the productive generation of speech, but with a slight twist in that, the learner is now a producer. Brown portrays some characteristics of spoken language which can make oral performance easy as well as, in some cases, difficult as follow.

1. Clustering.

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically

   (in-breath group) through such clustering.[64]

2. Redundancy.

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

[63]Penny Ur. *A Course in Language Teaching, Practice and Theory*, page 121

[64]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition* (pearson education thn 2000) page 270

can capitalize on this feature of spoken language.[65]

3. Reduced form.

   Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted bookish quality of speaking that in turn stigmatizes them.[66]

4. Performance variables

   One of the advantages of spoken language is that the process of thinking as the speakers speak allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent, we insert certain "fillers" such us uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.[67]

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[65]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, page 270

[66]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, page 270

[67]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, page 271

5. Colloquial language.

   Make sure the students are reasonably well acquired with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.[68]

6. Rate of delivery.

   Another salient characteristic of fluency is the rate of delivery. One of the teacher tasks in teaching spoken English is to help the learners achieve an acceptable speed along with other attributes of fluency.[69]

7. Stress, rhythm, and intonation

   This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patters convey important messages.[70]

8. Interactions noted in the previous section, learning to produce waves of language in a vacuum- without interlocutors-would rob speaking skill of its richest

[68]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, page 271

[69]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, page 271

[70]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, page 271

component: the creativity of conversational negotiation.[71]

3. The Elements of Speaking

There are a saveral factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. There are some elements involved in speaking skill; they are vocabulary, functional grammar, and frequency of practice, motivation, appropriate topics, self -confidence and situation[72].

1. Vocabulary is the most important thing to be mastered by the students. It always exists in every time speaking. Without vocabulary, communication among people is impossible happened. If students have many vocabularies, it will be easier for him to express his idea.
2. Functional Grammar. One factor influencing the students' speaking is functional grammar. In this case, using a grammar in their pattern of communication should be trained as a habit and they can apply them automatically when they do the conversation.

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[71]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, page 271

[72]Abbas, Aswin, An Investigation Of Students' Language Learning Strategies Used in Mastering Speaking Skill. *Ethical Lingua* Vol. 1, No. 2, 2014, page 67

3. Motivation. No doubt, motivation has a big influence in the learning process. All activities in the world need motivation, but sometimes the students are not motivated to speak.
4. Appropriate Topics. In the learning and teaching process, the teacher should give the student some opportunities to speak in front of the class or they should be given much interesting materials.
5. Self Confidence. Speaking is an oral communication. When we speak to other people, we need high self-confidence in order that our conversation running well. The students who have less self-confidence sometimes get difficult in improving their speaking, afraid and shy, so, they cannot communicate.
6. Situation. In both formal and informal situation, the students are expected to speak freely without pressure.

In general, there are some elements involved in speaking skills. They are accuracy, fluency, and comprehensibility[73].

1. Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. Accuracy states of being correct or exact and without error.

[73]R. Siwi Juwita N., Muhammad Sukirlan, Budi Kadaryanto, 2015. Correlation Between Students' Learning Strategies and Their Speaking Skill at High School, 2015,page 4

2. Fluency indicates a process of speaking that hammered at speed, average time and compatibility between successively generated messages. Fluency is a speech and language pathology term.
3. Comprehensibility has two common senses. In its narrow senses it denotes the mental processes by which listeners take in the sounds uttered by the speakers and use them to construct an interpretation of what they think the speaker intended to convey.

Based on the explanation above, to measure the students' speaking ability has five competencies as follows:

a. Pronunciation. Hornby defines pronunciation as how a language is a spoken way in which a word is pronounced.[74]It means that pronunciation is important for language, including its aspects like accent, stress, and intonation.

b. Grammar plays an important role as well as pronunciation because in grammer students are taught how to compose words according to word orders, inflection, and derivation into the other meaningful features of the English language.

This will help students speak fluently.

[74] Hornby, *Definition of Speaking Skill* , New York: publisher, 1995, page 669

c. **Fluently.** Hornby defines fluency as the quality of someone conveying his ideas easily and without obstacles. Students can speak without hesitation even though he makes mistakes in the pronunciation of grammar.[75]

d. **Self-Confidence** is an important factor in the process of learning speaking. Someone must have good grammar and good vocabulary so they have high confidence. They can express their ideas, submit suggestions or answer questions.[76]

e. Vocabulary : Hornby defines vocabulary is a range of words known or used by a person in trade, profession, etc. If students have many vocabulary, it will be easier for him to express his idea.[77]

C. The Profile of LSB *(Lembaga Studi Bahasa)*

Language courses are non-formal educational institutions, both conducted at school and outside of school. Especially in English language course institutions are used to help the learners improving English language competence or ability, in which

[75]Hornby, *Definition of Speaking Skill*, New York: publisher, 1995, page 330

[76]Hornby, *Definition of Speaking Skill* , New York: publisher, 1995, page 330

[77]Hornby, *Definition of Speaking Skill* , New York: publisher, 1995, page 330

English Language As an international language for communication, so that why English needs to be mastered actively or passively, verbally and in writing. To face these challenges the learners must prepare themselves to become a potential human resource especially in the field of English communication. Besides, the needs of the English language force the learners to sharpen their skills or abilities. Likewise, for English language courses institutions compete with each other to help the learners in offering English language teaching services. With so many offers requiring the public to be more careful in deciding to use existing English language courses.

One of the language courses is LSB (Lembaga Study Bahasa), LSB is one of students central activities located on campus UIN Walisongo Semarang protected under FITK faculty that applies bilingual languages (English and Arabic) in daily communication. The students of this language club are from major that available in FITK faculty, there are from Arabic major, English major, PAI major, and each other. They have a routine schedule on weekend days, which is the learning model outside the classroom.

D. Previous Studies

Many people have done research on Language Learning strartegies. It shows that Language Learning strartegies are an

interesting object to study. In this opportunity, the researcher would like to review 5 previous types of research related study as follow:

a. The first, the research from Mifta Alfiyanaini, 2015, entitled A Study on Students' Learning Strategies in Speaking Skill the research selected a general education course at "The Eleventh Grade Students in MAN 1 Surakarta. This previous study was aimed: 1) To know the students' learning strategies in speaking skill of eleventh- grade students 2) To know the strengths and weaknesses of students' learning strategies in speaking skill of eleventh-grade students. it concludes the learning strategies used by students in boarding. The result showed that school MAN 1 Surakarta to improve their English ability in the speaking apply three main classifications of learning strategies by O'Malley and Chamot. The three main classifications of learning strategies are a metacognitive strategy, cognitive strategy, and social-affective strategies. The students in boarding school MAN 1 Surakarta used almost all of the learning strategies by O'Malley and Chamot. It includes meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skills, although the students used the same learning strategies, they

had different activities in using the strategies.[78]This previous research is similar to my research which discusses learning strategies in speaking class. The data will be analyzed using a qualitative method and become a descriptive form. However, it has some differences. The subject of this previous research is Senior High School while the subject of my research is the Non-English Department.

b. The second, the research from Sofyan A. Gani, Dian Fajrina, 2015, RizaldyHanifaISSN 2355-2794Volume 2, Number 1, Syiah Kuala University Banda Aceh entitled Students' Learning Strategies for Developing Speaking Ability the research selected a general education course at" second-year students at (SMAN) 3 in Banda Aceh". This previous study was aimed: describe the different learning strategies used by high speaking performance students and low speaking performance. The result of this research shows that high speaking performance students used more learning strategies compared to those with low speaking performance.[79] This previous research is similar to my research which discusses

[78]Mifta Alfiyanaini,A Study on Students' Learning Strategies in Speaking Skill of The Eleventh Grade Students in Man 1 Surakarta Boarding School in The Academic Year 2015/2016, *Thesis*(Surakarta: IAIN Surakarta, 2015), page 45

[79]S. A. Gani, D. Fajrina& R. Hanifa, Students' Learning Strategies for Developing Speaking Ability.Studies In English Language And Education,*SIELE Jurnal, 2015*, Page 20

learning. The first similarity is the design of the research that uses descriptive qualitative research. The second similarity is the variable of the research that there are two variable learning strategies and speaking skills. However, it has some differences. The differences between the research and this research. In this journal focused on high speaking performance and low speaking performance but in my research focus on the learning strategies used by Non-English Department. The other difference is in the journal was done by Gani not showed about the strength and the weaknesses but in this research will show the strength and weaknesses.

c. The third previous study is the research of *Ardiansyah*Volume 1 Nomor 1, Maret 2015"An Analysis of Language Learning Strategies of Speaking Used By Successful And Unsuccessful Students of Semester III English Department of IAIN Sultan Thaha Saifuddin Jambi".This previous study was aimed: 1) To find out the language learning strategies of speaking skills used by successful students in semester III English Department of IAIN Sultan Thaha Saifuddin Jambi. 2) To find out the language learning strategies of speaking used by unsuccessful students in semester III.3) To find out the ways unsuccessful students used the language learning strategies for speaking in semester III. 4) To find out the ways successful students used the language. The research findings show that

students who are successful in speaking use cognitive learning strategies, compensation, metacognitive, and social. They have used the learning strategy correctly based on the sub-indicators of each strategy. However, some of them have not applied it in the right way in speaking III. Then the talking learning strategy used by students who are not successful is a memory, metacognitive and affective. They have applied these learning strategies and some students do not do it the right way. This previous research is similar to my research which discusses learning strategies in speaking class. The data will be analyzed using a qualitative method and become a descriptive form.[80] It has some difference. This journal focused on language learning strategies of speaking used by successful and unsuccessful students in speaking and how they used it but in my research focus on what strategies is used. Another difference is about the subject, in this research the subject is the semester III English department of IAIN Sultan Thaha Saifuddin Jambi but in my research, the subject is Non-English Department in LSB.

d. The fourth previous study is the research Eka Wahyu Saputra, Nanang Bagus Subekti "A Study of the Speaking Learning

[80]Ardiansyah, An Analysis of Language Learning Strategies of Speaking Used By Successful And Unsuccessful Students of Semester III English Department of IAIN Sultan ThahaSaifuddinin the academic year 2025/2016, *Thesis* , (Jambi : IAIN Sultan ThahaSaifuddin 2015), page 37

Strategies Used by English Education Department Students fourth semester, at the English Education Department of Sarjana WiyataTamansiswa University in academic year 2015/2016."This previous study was aimed to describe the speaking learning strategies which were used by the English language students in the fourth semester. The result of this research shows that almost all of the strategies proposed by Oxford (1990) were used by the students such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Moreover, it showed a significant correlation between the speaking learning strategies used by the students and the result of the assessment.[81] This previous research is similar to my research which discusses learning strategies in speaking class. The other similarity is the variable of the research that there are two variable learning strategies and speaking skills. However, it has some differences, the subject of this research is the fourth semester of English Education Department but in my research the subject is Non-English Department, and another difference is about the research

[81]Eka Wahyu Saputra, Nanang Bagus Subekti "A Study of the Speaking Learning Strategies Used by English Education Department Students fourth semester, at the English Education Department of Sarjana wiyata Tamansiswa University in academic year 2015/2016, *Thesis,* (Yogyakarta : Sarjana WiyataTamansiswa University 2016) page 33

design, in this research used mix method qualitative and quantitative but in my research using a qualitative method.

e. The fifth previous study is the research of Alif Okta Shofia Learning Strategies to Develop Speaking Skill: A Case Study of Good Oral Competent Students of Madrasah Aliyah Negeri Karanggede in academic year 2015/2016. This previous study was aimed at 1) identify learning strategies used by good oral competent students, to analyze factors that contribute to the choice of learning strategies used by good oral competent students, 2) identify the dominant strategies used by good oral competent students. The result of this research shows that applied six types of learning strategies proposed by Oxford namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. It means that good language learners will apply more strategy because they have factors that contribute to the choice of learning strategy.[82] This previous research is similar to my research which discusses learning strategies and using the descriptive method. The other similarity is the variable of the research that there are two variable learning strategies and speaking skills. However, it has some differences, the subject

[82]Alif Okta Shofia Learning Strategies to Develop Speaking Skill: A Case Study of Good Oral Competent Students of Madrasah Aliyah Negeri Karanggede in academic year 2015/2016, *Thesis* , (Surakarta: Muhammadiyah University of surakarta 2015), page 44

of this research researcher focuses on good oral competent students but my research focuses on learning strategies used by the student. The other difference is about data analysis collection, in this research only used an observation and documentation but in my research use interview, and questionnaire.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, type and data sources, population and sample, instrument, data collection technique, data analysis technique.

A. Research Design

The type of this research is a case study research; namely, a study conducted intensively, detailly, and deeply towards an organization, institution or certain symptom. Considering the area, a case study research only covers a very narrow subject, but in terms of the nature of research, this research is more in-depth.[54]Yin defines a case study research method as *"an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.[55]"* Case study method enables the researcher to examine the data within a specific context closely. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. It is descriptive case studies set to describe the natural phenomena which occur within the data in

[54]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), page 185

[55]Zaidah Zainal, "Case Study as A Research Method", *Journal of Humanities*, 2007, page 2

question, namely language strategies are used by the male and female students in the speaking classroom. The goal set by the researcher is to describe the data as they occur.

The type of this research is descriptive qualitative research. The term descriptive method is used to represent a broad spectrum of research activities having the common purpose of describing situations, events, or phenomena. The condition of the object of research should be natural so that the research could get representative data. The representative data would be the source from which the research conclusion will be drawn[56].

Moleong affirms that "Qualitative descriptive research" is a research result of the descriptive data in the written form, which has been observed by a researcher. The result does not present data in the form of digits or statics, but it is drawn by describing the phenomenon to get the data result[57].

B. Type and Data Sources

The type of data in this research is the students' learning strategy. The primary data are the main data that will be collected directly by the researcher through interviews. The

[56] Emmanuel J. Mason, and Bramble William J, *Understanding and ConductingResearch*, 1998, *page 37*

[57] Lexy J Moleong, *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya, ,1990, page 3

secondary data to support the primary data will be collected using questionnaire from students' answer list to proof in the attachment that the researcher has conducted the research in the speaking classroom. The data will be limited only to the learning strategy when the students will practice speaking with their teacher or friends because the data needed are learning strategies in students' speaking when practicing the English language. Meanwhile, the data sources are the third-semester students of non-English Education Department at LSB UIN Walisongo.

C. Data Sources

Data sources of this study are the third-semester students of LSB at UIN Walisongo in the academic year 2019/2020 consisting of 50 members, and all of them are non-native speakers. In this case, the students learn English as a foreign language. The consideration of choosing the third- semester students is that are basically still new members and haven't learned English deeply, so they will be natural in speaking and choosing the strategy based on their understanding.

D. Research Participants

The participants of this research were the third semester of the non-English Department of LSB UIN Walisongo. The total

number of students was 25 students. Moreover, the researcher chose twelve students to be interviewed. Simple random sampling is intended to produce a representative sample. The process draws subjects from an identified population in such a manner that every unit in that population has precisely the same chance probability of being included in the sample.[58]

E. Research Procedures

A research instrument is a tool or facility used by the researcher in collecting data to make the researcher easier in order to get better results[59]. In this context, the researcher uses questionnaire and interviews as a research instrument. In qualitative research, the instrument or research tool is the researcher herself. The researcher as human instrument functions to determine the research focus, choose informants as sources of data, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions on her findings.[60] In this case, the researcher herself acts as a *human instrument*, and the researcher's knowledge of pragmatics,

[58]Bruce L. Burg, , *Qualitative Research Method for The Social Sciences 4th Edition*, (Boston: Pearson Education Company),2001, page 31

[59]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, page 203

[60]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, 2016, page 222

especially learning strategies becomes an important tool in this study.

Here are the steps in conducting the research:

1. Choosing the research subject, namely the second-semester students of the non-English Education Department in LSB UIN Walisongo.
2. Asking permission to the teacher who handles the classes to conduct research.
3. Questionnaire: After having permission from the lecturers, the researcher will give questionnaires. It is carried out to find out the learning strategies of students, to understand the characteristics of students. The researcher also has undertaken scientific confirmation through reading books and journals related to the study to support the information.
4. The researcher will conduct interviews with 5 students, of which they will represent the students overall.

F. Data Collection Technique

Data collection techniques are step strategies on how to get data or how the data can be obtained. If researchers use observation techniques, then the data source can be in the form of objects, motion, or process of something. If the researcher

uses documentation techniques, then the document or record becomes the data source.[61]

1. Questionnaire: A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the respondent to answer. A questionnaire is an efficient data collection technique if the researcher knows for sure the variables to be measured and knows what can be expected from the respondent[62]. According to Arikunto, there are two types of a questionnaire (opened and closed questionnaire). In an opened questionnaire, respondents could answer the questions given by the researcher by their own words while a closed questionnaire allows therespondents only to choose the available choices.[63]For the questionnaire here, the researcher uses the Strategy Inventory for Language Learning (SILL) version 7.0 containing 50 items as an instrument for assessing language learning strategies used by the learners. It was developed by Oxford (1990). 30 items are selected as instruments for assessing the language learning strategies used by the learners in improving their

[61]SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, page 172

[62]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, page 142

[63]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, page. 32

speaking skills. The questionnaire consisted of six parts: (a) remembering more effectively (memory strategies), (b) using mental processes (cognitive strategies), (c) compensating for missing knowledge (compensation strategies), (d) organizing and evaluating learning (metacognitive strategies), (e) managing emotions (affective strategies), and (f) learning with others (social strategies). The SILL"s 5-point scale is ranged from "never or almost never" to "always or almost always". The overall average indicated how often the leaner tended to use the learning strategies in general, while averages for each part of the SILL indicated which strategy group(s) the learner tended to use most frequently[64].

2. An interview occurs when the researcher asks one or more participants general, open-ended question and record their answers. The researcher then transcribes and types the data into a computer file for analysis[65]. Qualitative interviews may involve one-to-one interactions, larger group interviews or focus groups, and may take place face to face,

[64]S. A. Gani, D. Fajrina& R. Hanifa, Students' Learning Strategies for Developing Speaking Ability.Studies In English Language And Education, *SIELE Jurnal, 2015*, Page 22

[65]SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, page 217

or over the telephone or the Internet[66].Based on the types of the interview above, the researcher used a one-to-one interview. One-to-one interview is a data collection process in which the researcher asks questions and records answers from twelve participants in the study at a time. In this interview, the researcher asks questions to confirm the learning strategies they had filled in the questionnaire, and also to find out what are the weaknesses and strengths of each strategy they had. The researcher prepares the list question before the interview the informant or other material like a notebook to write important data from students.

G. Data Analysis Technique

An analysis used in this research is an analysis according to Miles and Huberman in Sugiyono.[67]Activities in type data analysis techniques are conducted interactively and continuously until complete so that the data are already saturated. Activities in data analysis are *data reduction, data display, and conclusion drawing/verification*. The following is a breakdown of the steps in analyzing data:

[66]Jennifer Mason , Qualitative Researching, The Cromwell Press, London 2002. Page 62

[67]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, page 142

1. **Data reduction:** The data obtained are written in the form of reports or detailed data. Reports compiled based on the data obtained are reduced, summarized, selected main points, focused on important matters.[68]Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. In this case, the researcher will reduce the data by doing 2 steps: questionnaire and interview. In this step, the researcher gives a questionnaire and interviews the subject of this research.
2. **Data display.** The data obtained are categorized according to the subject matter and made into a matrix to make it easier for the researcher to see the patterns of data relations with other data.[69] By displaying data, it will make it easier to understand what is happening, plan further work based on what has been understood. After the data needed have been collected, then the next step is classifying the learning strategies according to certain characteristics. The data in the form of learning strategies are then analyzed based on the principle of language learning strategies according to the theory developed by Rebecca Oxford.

[68] V. WiratnaSujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah dipahami* , page 33

[69] V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah dipahami* , page 35

3. **Conclusion drawing.** For the last stage, the results of the analysis will produce conclusions based on the research that has been done. In this case, the conclusion will be in the form of a description of language learning strategies usedand the strength and weakness strategies used by non-English Department students as well as which strategy dominantly used students in the speaking class[70].

[70]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, page 246

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the research result and discussion. The data were collected from the questionnaire and interviews. The research discusses language learning speaking strategies used by the non-English department students at LSB UIN Walisongo Semarang. This part is divided into two parts. The first part discusses the language learning strategies were used by Non-English department students of LSB UIN Walisongo Semarang. The second part presents the strengths and weaknesses of students' learning strategies in speaking skill of Non-English Department Students of LSB UIN Walisongo Semarang.

A. Finding

1. The language learning strategies were used by Non-English department student of LSB UIN Walisongo Semarang

The researcher already distributed the questionnaires to third-semester students of LSB. They were twenty-five students from LSB. Moreover, the questionnaire consisted of close-ended questions. Furthermore, the questionnaire provided thirty statements. The questionnaire was divided into six parts. The first part is the students' language learning speaking strategy in remembering more effectively (memory

strategies). The second part is the students' language learning speaking strategy in using mental processes (cognitive strategies). The third part is the students' language learning speaking strategy in compensating for missing knowledge (compensation strategies). The fourth part is the students' language learning speaking strategy in organizing and evaluating learning (metacognitive strategies). The fifth part is the students' language learning speaking strategy in managing emotions (affective strategies). The sixth part is the students' language learning speaking strategy in learning with others (social strategies).

Table 1.1 The questionnaire Result Of The Students' Language Learning Speaking Strategy Remembering More Effectively (Memory Strategies).

No	Question	never true	usually not true	somewhat true	usually true	always true	total
1	I connect the sound of a new English word and an image or picture of the word to help	2 8%	5 20%	10 40%	7 28%	1 4%	25 100%

	remember the word.						
2	I use rhymes to remember new English words.	4 16%	10 40%	5 20%	5 20%	1 4%	25 10 0%
3	I use flashcards to remember new English words.	6 24%	12 48%	3 12%	4 16%	0 0%	25 10 0%
4	I physically act out new English words	5 20%	5 20%	11 44%	3 12%	1 4%	25 10 0%

Table 1.1 showed the students' connect the sound of a new English word and an image or picture of the word to help remember the word. In the first statement, there were nine students (40%) who chose somewhat true of themselves and one student (4%) chose always true. It means that students are rarely used in this strategy.

The second statement showed that ten students (40%) chose not usually true and one student (4%) chose always true. This showed that most students are almost rarely using

rhymes to member new English words. This relates to the second statement of table 1.2 that uses rhymes to remember new English words.

> "my difficulties are usually I concern more on the melody of the music, and plot of the film rather than focused on the vocabularies used."

The third statement showed that twelve students (48%) chose to not usually true and four students (16%) chose to usually true. This result showed that students are almost rarely using flashcards to remember new English words.

The fourth statement showed that eleven students (44%) somewhat true and one student (4%) chose to always true. This result showed that students are rarely used to physically act out new English words.

From all the strategies above, the dominant strategy used is I connect the sound of a new English word and an image or picture of the word to help remember the word. Because in-memory strategies there are four points offer to students and the highest percentage that students often use is number one.

Table 1.2 The questionnaire Result Of The Students' Language Learning Speaking Strategy Using Mental Processes (Cognitive Strategies)

No	Questions	never true	usually not true	Some what true	usually true	always or almost	total
1	I say new English words several times.	6 24%	4 16%	5 20%	6 24%	4 16%	25 100 %
2	I try to talk like native English speakers.	2 8%	4 16%	2 8%	9 36%	8 32%	25 100 %
3	I practice the sounds of English.	3 12%	2 8%	4 16%	8 32%	8 32%	25 100 %
4	I use the English words I know in different ways.	4 16%	8 32%	7 28%	2 8%	4 16%	25 100 %

5	I start conversations using English.	6 24%	7 28%	6 24%	4 16%	2 8%	25 100 %
6	I watch English language TV shows spoken in English or go to movies spoken in English.	5 20%	4 16%	11 44%	6 24%	4 16%	25 100 %
7	I look for words in my own language that are similar to new words in English.	7 28%	2 8%	8 32%	7 28%	1 4%	25 100 %

Table 1.2 showed the students' language learning speaking strategy using mental processes (cognitive strategies). The

first statement, there six students (24%) who chose usually true of theirselves and six students (24%) chose never true, and four (16%) students chose usually not true and 4 (16%) students almost true. It means that students are almost used in this strategy.

The second statement showed that nine students (36%) chose usually true and two students (4%) chose never true. This showed that most students are almost using try to talk like a native. This relates to the second statement of table 1.2 try to talk like native English speakers.

> "The speaking problem is usually from the pronunciation because we have to listen to it directly from the native speakers or we can check it on Google."

The third statement showed that eight students (32%) usually true and eight students (32%) chose to always true and 2 (8%) student chose usually not true. This result showed that students are often used the strategy to practice the sounds of English. This was related to the second statement of table 1.2 practice the sounds of English.

The fourth statement showed that eight students (32%) chose to usually not true and four students (16%) chose to always true. This result showed that students are almost rarely using the use of the English words I know in different ways.

The fifth statement showed that eight (32%) students chose usually not true and 2 (8%) students chose usually true. This result showed that students are rarely used strategy to start conversations using English.

The sixth statement showed that eleven (44%) students chose somewhat true and four (16%) students almost true. This result showed that students are rarely used strategy to watch English language TV shows spoken in English or go to movies spoken in English.

> "I found it really difficult to speak as similar as the native speaker since I myself is Indonesian and we have a different tongue. to overcome my pronunciation problem, I usually watch the youtube program in which it allows me to speak in the way of how the native speaker speaks."

The seventh statement showed that seven (28%) students chose never true and seven (28%) students chose usually true. This result showed that students are never used in this strategy. However, sometimes they used strategy to look for words in my own language that are similar to new words in English.

From all the strategies above, the dominant strategy used is I try to talk like native English and I practice the sounds of English. Because in cognitive strategies there are

seven points offer to students and the highest percentage that students often use is numbers two and three.

Table 1.3 The questionnaire Result of The Students' Language Learning Speaking Strategy Using Compensating for Missing Knowledge (Compensation Strategies)

No	Questions	never true	usually not true	somew hat true	usually true	always or almost	total
1	To understand unfamiliar English words, I make guesses.	7 28%	7 28%	5 20%	5 20%	1 4%	25 100%
2	When I can' t think of a word during a conversatio n in English, I use gestures	0 0%	2 8%	4 16%	13 52%	6 24%	25 100%

3	I make up new words if I do not know the right ones in English.	5 20%	5 20%	7 28%	5 20%	3 12%	25 100%
4	If I can' t think of an English word, I use a word or phrase that means the same thing.	3 12%	5 20%	5 20%	7 28%	5 20%	25 100%

Table 1.3 showed the students' language learning speaking strategy using compensating for missing knowledge (compensation strategies**).** The first statement, there seven students (28%) who chose never true of theirselves and seven students (28%) chose usually true, and just five students (20%) chose usually true and only 1 (4%) student almost true. It means that students are never used this strategy To understand unfamiliar English words, I make guesses.

The second statement showed that thirteen students (52%) chose always true and zero students (0%) chose never true. This statement showed that most students are almost and always using gesture when can't think word during a conversation. This relates to the second statement of table 1.3 When I can' t think of a word during a conversation in English, I use gestures

The third statement showed that five students (20%) usually true and five students (20%) chose to always not true and seven students (28%) chose somewhat true. This result showed that students are rarely used the I make up new words if I do not know the right ones in English of table 1.3 practice the sounds of English.

The fourth statement showed that seven students (28%) chose to usually true and five students (20%) chose to always true and five students (20%) chose usually not true and 3 students (12%) chose never true. This result showed that students are usually used If I can' t think of an English word, I use a word or phrase that means the same thing.

From the strategies above, the dominant strategy used is When I can' t think of a word during a conversation in English, I use gestures. Because in compensation strategies there are four points that offer to students and the highest percentage that students often use is number two.

Table 1.4 The questionnaire Result of The Students' Language Learning Speaking Strategy Using Organizing and Evaluating Learning (Metacognitive Strategies)

No	Questions	never true	usually not true	somew hat true	usually true	always or almost	total
1	I try to find as many ways as I can use my English.	0 0%	2 8%	10 40%	11 44%	2 8%	25 100 %
2	I pay attention when someone is speaking English.	0 0%	2 8%	1 4%	14 56%	8 32%	25 100 %
3	I plan my schedule so I will have enough time to speak English.	3 12%	3 12%	9 36%	9 36%	1 4%	25 100 %
4	I look for	5	4	8	6	2	25

	partner I can talk to in English.	20%	16%	32%	24%	8%	100
5	I look for opportunities to speak as much as possible in English.	2 8%	4 16%	4 16%	9 36%	6 24%	25 100 %
6	I have clear goals for improving my English speaking skills.	0 0%	0 0%	3 12%	11 44%	11 44%	25 100 %

Table 1.4 showed the students' language learning speaking strategy using the organizing and evaluating learning (metacognitive strategies**).** The first statement, there 10 students (40%) who chose somewhat true of theirselves and eleven students (44%) chose usually true, and 2 students (8%) chose usually true and only two (8%) student almost true and zero students chose never true. It means that students are usually used this strategy try to find as many ways as I can use my English.

The second statements showed that students (8%) chose always true and zero students (0%) chose never true, and fourteen students (56%), and one student (4%)chose to somewhat true and two students (8%)chose to usually not true. This showed that almost all students usually used to pay attention when someone speaks English. This relates to the second statement of table 1.4 I pay attention when someone is speaking English.

The third statement showed that five students (20%) never true and four students (16%) chose to always not true and nine students (36%) chose somewhat true, and nine students (36%) chose usually true and one student (4%) chose almost true. This result showed that students are mostly used plan schedule to have enough time to speak English.

The fourth statement showed that five students (20%) chose to never true and four students (16%) chose to usually not true and eight student(32%) somewhat true and six students (24%) chose usually true and two students (8%) chose always true. This result showed that students are rarely used this strategy, I look for a partner I can talk to in English.

"To overcome that, I usually practice directly by talking with peers to get used to pronounce"

The fifth statement showed that two students (8%), and four students (16%) chose somewhat true and usually not

true, nine students (36%) chose, and six students (24%). This result showed that students are usually used to looking for opportunities to speak as much as possible.

The sixth statement showed that zero students (0%) chose never true, and zero students (0%) chose usually not true, three students (12%) chose somewhat true, eleven students (44%) chose usually true, and eleven students (44%) chose always true. This result showed that students are always clear their goals for improving English speaking skills. This relates to the second statement of table 1.4 I have clear goals for improving my English speaking.

From all strategies above, almost the strategies above are used by LSB students but the dominant strategy used is I have clear goals for improving my English speaking skills and I pay attention when someone is speaking English. Because in metacognitive strategies there are six strategies offer to students and the highest percentage that students often use is number six.

Table 1.5 The questionnaire Result of The Students' Language Learning Speaking Strategy Using Managing Emotions (Affective Strategies)

No	Questions	Never true	Usually not true	Somewhat true	Usually true	Always or almost	Total
1	I try to relax whenever I feel afraid of using English.	0 0%	1 4%	8 32%	11 44%	5 20%	25 100%
2	I encourage myself to speak English even when I am afraid of making a mistake.	1 4%	2 8%	7 28%	8 32%	7 28%	25 100%
3	I notice if I am tense or nervous when I am using	0 0%	1 4%	9 36%	7 28%	8 32%	25 100%

	English.						
4	I talk to someone else about how I feel when I am using English.	5 20%	2 8%	8 32%	8 32%	2 8%	25 100%

Table 1.5 showed the students' language learning speaking strategy using managing emotions (affective strategies). The first statement, there zero students (0%) who chose never true of theirselves and one student (4%) chose usually not true, and eight students (32%) chose somewhat true and 11 (44%) student usually true and five students (20%). It means that students are often used to try to relax when feeling afraid of using English.

The second statement showed that one student (4%) chose never true and two students (8%) chose usually not true, seven students (28%) chose somewhat true, eight students (32%), and seven students (28%) chose almost true. This showed that most students using encouraging themselves to speak English when afraid of making a mistake. This relates to the second statement of table 1.5 I encourage myself to speak English even when I am afraid of making a mistake.

"I always keep motivating myself to have energy in learning English. I realize that I am still lacking in mastering English, so I keep encouraging myself to always be confident while speaking."

The third statement showed that zero students (0%) usually never true and one student (4%) chose to usually not true, nine students (36%) chose somewhat true, seven students (28%) chose usually true, and eight students (32%) almost true. This result showed that students are almost used to notice tense or nervous when using English.

The fourth statement showed that five students (32%) usually never true and two students (8%) chose to usually not true, eight students (32%) chose somewhat true, eight students (32%) chose usually true, and two students (8%) almost true. This result showed that students are sometimes used to talking to someone else how to feel when using English.

From all strategies above, almost the strategies above are used by LSB students but the dominant strategy used is trying to relax whenever I feel afraid of using English and I encourage myself to speak English even when I am afraid of making a mistake. Because in affective strategies there are four points that offer to students and the highest percentage that students often use is number one and two.

Table 1.6 The questionnaire Result of The Students' Language Learning Speaking Strategy Using Learning with Others (Social Strategies)

No	Questions	never true	usually not true	somew hat true	usually true	always or almost	total
1	If I do not understand something in English, I ask the other person to slow down or say it again.	1 4%	1 4%	4 16%	8 32%	11 44%	25 100 %
2	I ask English speakers to correct my sentences	0 0%	2 8%	5 20%	11 44%	7 28%	25 100 %
3	I practice English with other	1 4%	1 4%	5 20%	15 60%	3 12%	25 100 %

	students.						
4	I ask English speakers to improve my speaking skill	1 4%	4 16%	10 40%	8 32%	3 12%	25 100 %
5	I ask questions in English.	3 12%	6 24%	9 38%	6 24%	1 4%	25 100 %

Table 1.6 showed the students' language learning speaking strategy using learning with others (social strategies). The first statement, there one student (4%) who chose never true of theirselves and one student (4%) chose usually not true, and four students (16%) chose somewhat true, and eight (32%) students usually true and eleven students (44%) chose almost true or always true. It means that students are always used when do not understand something, they ask the other person to slow down or say it again.

The second statement showed that zero students (0%) chose never true and two students (8%) chose usually not true, five students (20%) chose somewhat true, eleven students (44%), and seven students (28%) chose almost true. This showed that most students often used asking speakers to

correct their sentences. This statement relates to the second statement of table 1.6 I ask English speakers to correct my sentences.

The third statement showed that one student (4%) never true and one student (4%) chose to usually not true, five students (20%) chose somewhat true, fifteen students (60%) chose usually true, and three students (12%) almost true. This result showed that students are often used to practice English with other students.

"When we have assignment such as to make a dialog or speech with a specified theme. We arrange it together, and then we memorize it. In that process, we usually will correct each other."

The fourth statement showed that one student (4%) never true and four students (16%) chose to usually not true, ten students (40%) chose somewhat true, eight students (32%) chose usually true, and three students (12%) almost true. This result showed that students are sometimes used to ask English speakers to improve their speaking skills.

The fifth statement showed that three students (12%) never true and six students (24%) chose to usually not true, nine students (38%) chose somewhat true, six students (24%) chose usually true, and one student (4%) almost true. This

result showed that students are sometimes used to ask questions in English.

From all strategies above, almost the strategies above are used by LSB students but the dominant strategy used is I practice English with other students. Because in social strategies there are five points that offer to students and the highest percentage that students often use is number three.

2. The strengths and weaknesses of students' learning strategies in speaking skill of Non-English Department Students of LSB

Based on the questionnaires and interviews, when the students used those strategies to improve their speaking skills, they had some strengths and weaknesses.

2.1 The strengths of students strategies to improve their speaking skill based on their problem

a. *The students can increase students' vocabulary mastery based on their strategy*. It's also supported by the statement below:

"In addition to memorizing vocabularies, I often make dialogues from those vocabularies, and I also make sentences for the dialogues about daily life that are easily memorized. I also look for topics that are easy to speak for example, daily conversations that we can use them. I think so because if it is practiced every day

although it is little by little, it will eventually be inherent in our speaking mastery and I repeat the pronounciaton several times”

“By reading English books and understanding the vocabulary. If I don't know what the meaning of vocabulary, I will look up the dictionary, and if there is a difficulty in reading, it can be checked in the dictionary how to read it. I sometimes run out of vocabulary in exploring words, so I need to work hard to memorize vocabulary that I haven’t known yet”

“Usually, every week there is a mastery of vocabulary to be memorized, Does it mean that at LSB there is an additional vocabulary for every week”

“The way that I take is by memorizing the vocabularies which I got from either Instagram and google, such as slank and other common vocabularies for daily basis activity, then I used it to send a message with my friends.”

“I used to make some notes for some new vocabs that I found. So I can recall it while I forgot. In addition, there is a LSB program that serves us with an abundant of vocabularies. This is much easier to remember.”

From those statements, it can be concluded that students in LSB have more vocabulary than the other students. The students have some programs to increase their vocabulary. In one week they get new vocabulary from that. They have to memorize those vocabularies given by the tutor and use those vocabularies in their daily activities. One of the crucial parts of speaking is vocabulary. However, in speaking, students were given some vocabularies by LSB in each meeting in order to increase their vocabulary mastery.

b. *Fluent in speaking English*. This statement is supported by the interview below :

"I used to watch an English movies, and listen to an English songs. However, from LSB itself, they give us a day of enriching vocabulary activity in the weekly program. I also get support from anyone who has a big motivation in learning English in order to practice it together. "

"Of course, it has. For the strengths, it helps us to make our speaking more fluent and know how to pronounce it well, besides, we can learn and make notes from many new vocabularies we heard. And for the weaknesses, I don't really understand the

grammar, since I only focus on pronunciation and vocabularies."

"Yes, sometimes I mispronounce it. But, some friends from the English department students help me correct it. I also ask their suggestions on how to pronounce it correctly, then they suggest me to use the Oxford dictionary because from this, I can learn how the words should be pronounced."

"After evaluating my mistake in pronunciation, I used to look for many references from the internet, watch a movie in the English subtitles, and listen to an English song. From that, we can follow native pronunciation. Besides that, I used to download the lyrics to enrich my vocabulary.

From the statements above, it can be concluded that students in LSB pronounce the word they use some dictionary to memorize the words. They repeat and repeat again those words until they memorize. The other way is the students ask their teacher or friends to correct if the pronunciation is correct or not. The statement above showed that their speaking strategy was intended to increase students' good

pronunciation. One of the crucial parts of speaking is pronunciation.

c. *Students know how to pronounce the word exactly*, this statement is supported by the result of the interview bellow

"Honestly, I can't pronounce it well since it sounds strange in my ear. For example: the word "Wednesday", in my dialect should be pronounced d.a.i not d.e.i. to overcome this, I usually open an online dictionary in order to know how to pronounce it. as I said before, firstly I open an online-dictionary, then I hear how the English word should be pronounced. Besides that, I usually have a discussion with my friends."

"I mostly used two ways by repeating the correct pronunciation of the words, such as the word "born" and "bone". I look for the correct pronunciation by listening to it on the dictionary or by asking the more expert one on it."

The above statement showed that student has a problem in pronunciation but they have a strategy on how to overcome it, by always repeating and look for the pronunciation in the dictionary and memorized it

until they can speak. The statement above showed that student's learning speaking strategy was intended to solve students' pronunciation problems. One of the crucial parts of speaking is pronunciation.

d. *The students can motivate and confidence and braveness in speaking*. This statement is supported by the result of the interview below

"Talking about problems in speaking, there are many problems I think. The first one, if we are lack of vocabulary, it really will not support us to speak. Then pronunciation, although we have a lot of vocabulary, but we pronounce them incorrectly, it can give difficulties for listeners, in my opinion. The third one, to speak especially in front of many people is still less confident and less courageous."

"I always keep motivating myself to have energy in learning English. I realize that I am still lack of mastering English, so I keep encouraging myself to always be confident while speaking.

"I can motivate myself to always be confident while speaking. And for the weakness, I just realize that when I'm speaking I'm a little bit ignoring the

grammar. What I believe is that I have the bravery to speak in English."

From the statement above, it can be concluded that students how to overcome the problem they motivate and encourage their selves to brave in speaking and motivate their selves to always study. The students use English in their daily activities so that they more confidence in speaking English. They do not care if the grammatical structure is correct or not as long as they can speak English well.

e. *The students are able to classify the word*. This statement is supported by the result of the interview below :

"I am a type who is lazy to memorize vocabulary, so if I find some difficult words, I just look for in my dictionary, then I will write to them. Then, the vocabulary will be classified into some categories to make me easier to memorize. For example, if we discuss about vocabulary around campus, I have had a note about vocabulary around campus. When we discuss about certain topics, I have had the notes, so it makes me easier to improve my skill in vocabulary.

"For those problems, I learn speaking by classifying vocabulary such as animal can be divided into sea animal and land animal, then I will classify and differ them. I will also make synonyms, for example, *any and some*, they have similar meaning although the words are different, so I will make a summary such that to help me."

From this statement, it can be concluded that student to overcome their problem is using classifying the word to make easier to improve their speaking skill.

2.2 The weakness of student's strategies to improve their speaking skills based on their problems.

Besides the strengths, the students in MAN 1 Surakarta also face some difficulties or weaknesses. Their weaknesses are in the grammar. It can be proven by these statements :

" The first is pronunciation and then grammar because when we speak English, we translate directly from Indonesian and don't pay attention to grammar."

"I can motivate myself to always be confident while speaking. And for the weakness, I just realize that when I'm speaking I'm a little bit ignoring the grammar. What I believe is that I have the bravery to speak in English."

"of course. I feel easier to remember English words. In addition, if I'm mistaken, it will be directly be evaluated. Yet I also face some difficulties such as nervous when speaking In English or sometimes afraid of being wrong in using the grammar."

"Of course, it has. For the strengths, it helps us to make our speaking more fluent and know how to pronounce it well, besides, we can learn and make notes from many new vocabularies we heard. And for the weaknesses, I don't really understand the grammar, since I only focus on pronunciation and vocabularies."

"yes, of course. For the strength, I get more fluent in speaking since I can do it whenever and wherever. And for the weakness, I often get mistaken in using the grammar since I think the most important in speaking is that we're brave to speak."

It can be concluded that students in LSB UIN Walisongo are weak in the grammar. Because when the students speak English they tend to ignore the grammatical structure.

B. Discussion

This part focuses to answer the research questions. There were research questions in this research: (1)What are the strategies

of learning English speaking used by Non-English Department Students of LSB? (2) What are the strengths and weaknesses of students' learning strategies in speaking skill of Non-English Department Students of LSB?

1. **What are the strategies of learning English speaking used by *Non-English Department Students of LSB?***

   Based on the research findings, the researcher discusses the finding of the research. The discussion contains of learning strategies used by student in LSB UIN Walisongo to solve their problem especially in speaking skill. In the discussion section, the researcher tried to make description of the research finding with relevant the theory by Rebecca Oxford.

   Language learning strategy is a tool or method or action chosen by students to receive information or to improve their comprehension, or retain new information. So they can overcome their problem and enjoy their learning and achieve their language learning goals. Oxford also points out learning strategies are specific actions taken by learners to help their learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable.[71] Language learning strategies help learners retrieve and store materials and facilitate and even accelerate their learning.

[71] Oxford, R. L. *Language learning strategies: What every teacher should know,* (New York: Newbury House 1990), page 8

According to Rebecca Oxford, She divided language learning strategies into direct strategies and indirect strategies. [72] Direct strategies involve direct learning and require mental processing of the language, which include :

1. **Memory strategies,** help learners store and retrieve new information, such as grouping, creating mental linkages, applying images and sound, reviewing, and employing action.
2. **Cognitive strategies,** enable learners to understand and produce new language, such as reasoning, practicing, receiving and sending messages, analyzing and summarizing.
3. **Compensation strategies,** allow learners to use the new language for comprehension or production despite limited knowledge, and they are used to make up for "an inadequate repertoire of grammar and, especially, of vocabulary". The strategies include guessing meanings from context or using gestures when the learners do not know the precise expression.[73]

[72] Hong Shi, "Learning Strategies and Classification in Education",*Institute for Learning Styles Journal, (*Volume 1, Fall 2017), Page 28

[73] Hong Shi, "Learning Strategies and Classification in Education",*Institute for Learning Styles Journal, (*Volume 1, Fall 2017), Page 29

Indirect strategies support learning indirectly but are powerful to the learning process, which includes

4. **Metacognitive strategies,** help learners to regulate their learning, such as paying attention, planning, self-evaluating and monitoring one's errors or the learning process
5. **Affective strategies,** help learners to deal with their own emotions, motivation, and attitudes, such as lowering anxiety, self-rewards, self-encouragement
6. **Social strategies,** refers to ways in which learners learn the language through interactions with native speakers of the target language, such as asking questions, cooperating with peers and improving cultural understanding.

a. Direct strategies :

1. Memory strategies: help learners store and retrieve new information

According to the results, the dominant strategy used is I connect the sound of a new English word and an image or picture of the word to help remember the word. It can be concluded that connecting new English words with sound or pictures is more effective in helping students' problems in remembering words.

2. Cognitive strategies: enable learners to understand and produce new language

   The dominant strategy used is I try to talk like native English speakers. It can be concluded that LSB students try to pronounce like a native even though they are not from English majors and this is their problem but they know how to overcome them.

3. Compensation strategies: allow learners to use the new language for comprehension or production despite limited knowledge, and they are used to make up for "an inadequate repertoire of grammar and, especially, of vocabulary"

   The dominant strategy used is When I can' t think of a word during a conversation in English, I use gestures. This can be concluded that the use of gesture when not knowing what words to say when speaking helps student's speaking. According to what oxford informed in the language learning strategy.

b. Indirect strategies :

   1. Metacognitive strategies: helping learners to regulate their learning

Almost the strategies above are used by LSB students but the dominant strategy used is I have clear goals for improving my English speaking skills. This strategy indicates that this strategy is able to overcome student's problems in speaking, from paying attention, planning, self-evaluating and monitoring one's errors or the learning process.

2. Affective strategies, help learners to deal with their own emotions, motivation, and attitudes, such as lowering anxiety, self-rewards, self-encouragement.

   Almost the strategies above are used by LSB students but the dominant strategy used is I encourage myself to speak English even when I am afraid of making a mistake. this indicates that all affective strategies compiled by oxford can be used by all students and overcome problems in speaking. From deal with their own emotions, motivation, and attitudes, such as lowering anxiety, self-rewards, self-encouragement.

3. Social strategies, refers to ways in which learners learn the language through interactions with native speakers or the target language, such as

asking questions, cooperating with peers and improving cultural understanding.

Almost the strategies above are used by LSB students but the dominant strategy is used is I practice English with other students. from this point, it can be concluded that social strategy can overcome students' problems but the most dominant strategy is used cooperating with peers by making conversation or asking each other.

2. **What are the strengths and weaknesses of students' learning strategies in speaking skill of *Non-English Department Students of LSB?***

Based on the interviews, the researcher concludes that there is a strength when the students apply the learning strategies in their speaking skills. Their first strength is increasing students' vocabulary mastery. Hornby defines vocabulary is a range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.[74] If the students have many vocabularies, it will be easier for them to express their idea. Vocabulary is one of the important things in learning speaking English. The students in LSB UIN

[74]Hornby, *Definition of Speaking skill* , New York: publisher, 1995, page 330

Walisongo get many new vocabularies in speaking English because they have their own way to learn English.

The second strength is the students in fluently in speaking English. Hornby defines fluency as the quality of being able to speak smoothly and easily.[75] The students in LSB UIN Walisongo cable speak fluently in English even though they make errors in pronunciation and grammar.

The third strength is Students know how to pronoumce the word exactly, Hornby stated that pronunciation is an important of language, including its aspect like accent, stress, and intonation.[76] The students in LSB UIN Walisongo apply some learning strategies in Oxfords in order to improve their pronunciation. Such as repetition and resourcing translation, the students used the dictionary to know how to speak and repeat over and over again until they know how to pronounce.

The fourth strength is the students can motivate and confidence and braveness in speaking. According to Hornby self-confidence becomes an important factor in speaking.[77] The student in LSB UIN Walisongo has the confidence to

[75]Hornby, *Definition of Speaking skill* , New York: publisher, 1995, page 330

[76]Hornby, *Definition of Speaking skill* , New York: publisher, 1995, page 330

[77]Hornby, *Definition of Speaking skill* , New York: publisher, 1995, page 330

express an idea, suggestion or answer the question in English. They know what will they say and how to express it.

The last strength is the students are able to classify the word. The student in LSB UIN Walisongo has a strategy how to solve their problem to improve his speaking skills when he is law in memorize they can make a note and can develop it when speaking.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is about the conclusion of the research. Then, the second part presents the recommendations related to this research for the students, lectures, and future researchers.

A. CONCLUSION

1. The purpose of this research is to find out what learning speaking strategies are used by Non-English Department in LSB UIN Walisongo. The researcher provided a questionnaire SILL (study inventory language learning) proposed by Oxford and an interview to answer the first research question. The results of this research showed that the students in LSB UIN Walisongo used almost all of the learning strategies by Rebecca Oxford. It includes memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies.
2. Based on the result of the research the researcher also finds some strengths and weaknesses. The strengths are: students can increase students' vocabulary mastery, Fluent in speaking English, Students know how to pronounce the word exactly, students can motivate and confidence and braveness in

speaking, The students are able to classify the word. the weakness is in their grammar. The students tend to ignore grammar when they are speaking.

B. SUGGESTION

1. English language teacher in LSB UIN Walisongo

   The teachers should give more motivation to the students in order that the students can be motivated to use their learning strategies to improve their ability by using some method in the teaching-learning process.

2. Students

   The students have to do more practice English exercises in order to improve their English English skills. The student tries to speak with the correct grammar because based on the interview almost all student always ignore the grammar when speaking.

3. LSB UIN Walisongo

   It's better for the LSB to include the score of the speaking program on the students' report. Most of the teachers' didn't take the score of students' performance since it was not included in the students' report. When the teacher takes the score of students' performance, it can also motivate students to prepare their speech well. the students will also know how far their speaking performances are

4. The Next Researcher

   This research is expected to inspire future researchers to conduct the same field about the language learning strategies in speaking class. The future researcher can conduct a study of a language learning strategies that relates to another skill, like listening, or grammar.

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Appendix I

Surat Izin Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile024-7615387
www.walisongo.ac.id

Nomor : B-7795/UN10.3/D.1/TL.00/11/2019 15 Novensber 2019
Lamp : -
Hal : Mohon Izin Riset
a.n. : Dzakirul Anwar
NIM : 1503046057

Yth.
Kepala Ketua Lembaga Study Bahasa (LSB)
UIN Walisongo di Semarang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Dzakirul Anwar
NIM : 1503046056
Alamat : Ds Wonokerto 02/02 Kec Sarang Kab Rembang
Judul skripsi : "Language Learning Speaking Strategies Used By Non English Department Students (A Case Study for speaking at LSB (Lembaga Study Bahasa)"

Pembimbing :
1. Muhammad Nafi ansury, M.Pd.
2. Dra.Nuna Mustikawati Dewi, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutandi berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 16 november 2019 sampai dengan tanggal 22 november 2019.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

Dekan,
Wd. Dekan Bidang Akademik

MAHFUD JUNAIDI

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix II

Surat Laporan Telah Melakukan Research

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Yang bbertanda tangan di buwah ini ketua organisasi Lembaga study Bahasa UIN Walisongo Semarang, menerangkan bahwa :

Nama Lengkap : Dzakirul Anwar

NIM : 1503046056

Program Studi : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian Lembaga study Bahasa UIN Walisongo Semarang sejak tanggal 16 november 2019 sampai dengan tanggal 22 november 2019.

Dengan judul penelitian : **"LANGUAGE LEARNING SPEAKING STRATEGIES USED BY NON-ENGLISH DEPARTMENT STUDENTS(A Case Study at LSB UIN Walisongo in the Academic Year 2019/2020)"**

Demikian surat ini kami perbuat dengan sebenarnya untuk dapat digunakan sesuai dengan keperluannya.

Semarang, 22 November 2019

Ketua Lembaga Study Bahasa

Adie Wahyu Nugroho
NIM 1503046057

Apendix III

Bukti Questionnaire

Nama: Lena
NIM: 1805106033
Departemen: PIAUD

Petunjuk: Tulis jawaban dari kuesioner berikut dengan memilih nomor 1, 2, 3, 4 atau 5!

1. Tidak pernah atau hampir tidak pernah benar tentang saya
2. Biasanya tidak berlaku untuk saya
3. Agak benar tentang saya
4. Biasanya benar bagi saya
5. Selalu atau hampir selalu benar tentang saya

TIDAK PERNAH ATAU HAMPIR TIDAK PERNAH BENAR SAYA berarti pernyataan itu sangat jarang benar tentang Anda.
BIASANYA TIDAK BENAR DARI SAYA, berarti pernyataan itu benar kurang dari separuh waktu.
SESUATU YANG BENAR DARIKU berarti pernyataan itu benar tentang kamu separuh waktu.
BIASANYA BENAR AKU berarti pernyataan ita benar lebih dari separuh waktu.
SELALU ATAU HAMPIR SELALU BENAR-BENAR MENCINTAI berarti pernyataan itu selalu benar tentang Anda

Part A :

No	Questions	1	2	3	4	5
1	Saya menghubungkan suara kata Inggris baru dan gambar atau gambar kata untuk membantu mengingat kata itu.			✓		
2	Saya menggunakan sajak untuk mengingat kata-kata bahasa Inggris baru.		✓			
3	Saya menggunakan kartu flash untuk mengingat kata-kata bahasa Inggris baru.			✓		
4	Secara fisik saya mengeluarkan kata-kata bahasa Inggris yang baru			✓		

Part B :

No	Questions	1	2	3	4	5
1	Saya mengucapkan kata-kata bahasa Inggris baru beberapa kali. Inggris.				✓	
2	Saya mencoba berbicara seperti penutur asli Bahasa Inggris.				✓	
3	Saya berlatih bunyi bahasa Inggris				✓	
4	Saya menggunakan kata-kata bahasa Inggris yang saya tahu dengan cara yang berbeda.			✓		
5	Saya memulai percakapan menggunakan bahasa Inggris.			✓		
6	Saya menonton acara TV berbahasa Inggris yang diturkan dalam bahasa			✓		
7	Saya mencari kata-kata dalam bahasa saya sendiri yang mirip dengan kata-kata baru dalam bahasa Inggris.			✓		

Part C :

No	Questions	1	2	3	4	5
1	Untuk memahami kata-kata bahasa Inggris yang tidak dikenal, saya membuat tebakan.		✓			
2	Ketika saya tidak dapat memikirkan satu kata pun selama percakapan dalam bahasa Inggris, saya menggunakan gerakan atau gesture				✓	
3	Saya membuat kata-kata baru jika saya tidak tahu yang benar dalam bahasa Inggris.			✓		
4	Jika saya tidak dapat memikirkan kata bahasa Inggris, saya menggunakan kata atau frasa yang memiliki arti yang sama.			✓		

Part D :

No	Questions	1	2	3	4	5
1	Saya mencoba mencari sebanyak mungkin cara menggunakan bahasa Inggris saya.			✓		
2	Saya memperhatikan ketika seseorang berbicara bahasa Inggris.				✓	
3	Saya merencanakan jadwal saya sehingga saya akan memiliki cukup waktu untuk berbicara bahasa Inggris.			✓		
4	Saya mencari pasangan yang dapat saya ajak bicara dalam bahasa Inggris.			✓		
5	Saya mencari peluang untuk berbicara sebanyak mungkin dalam bahasa Inggris.			✓		
6	Saya memiliki tujuan yang jelas untuk meningkatkan keterampilan berbahasa Inggris saya.				✓	

Part E :

No	Question	1	2	3	4	5
1	Saya mencoba untuk rileks setiap kali merasa takut menggunakan bahasa Inggris.				✓	
2	Saya mendorong diri saya untuk berbicara bahasa Inggris bahkan ketika saya takut melakukan kesalahan.			✓		
3	Saya perhatikan apakah saya tegang atau gugup ketika saya menggunakan bahasa Inggris.				✓	
4	Saya berbicara dengan orang lain tentang apa yang saya rasakan ketika saya menggunakan bahasa Inggris.		✓			

Part F :

No	Question	1	2	3	4	5
1	Jika saya tidak mengerti sesuatu dalam bahasa Inggris, saya meminta lawan bicara untuk memperlambat atau mengatakannya lagi.				✓	
2	Saya meminta penutur bahasa Inggris untuk memperbaiki kalimat saya				✓	
3	Saya berlatih bahasa Inggris dengan siswa lain.				✓	
4	Saya meminta penutur bahasa Inggris untuk meningkatkan keterampilan berbicara saya			✓		
5	Saya mengajukan pertanyaan dalam bahasa Inggris.			✓		

Appendix IV

Questions list for interviewing

1. What do you do to improve your pronunciation?
2. What do you do to improve your vocabulary?
3. What do you do to make your grammar better?
4. What do you do to improve your fluency in speaking?
5. What strategy do you use when you encounter obstacles in the pronunciation?
6. What are the strengths and weaknesses of the strategy that you have?

Appendix V

The result of questionnaire

NO	NAMA	PART A																			
		1					2					3					4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	adinda sulistyo prihatini		1					1					1							1	
2	alisa qatrunnada munawaroh				1				1				1				1				
3	Aminah Latifah		1					1					1						1		
4	Aris Khusaini		1							1				1			1				
5	Delia Fatihatul Inayah				1					1					1				1		
6	Dinda intan Permata Sari			1				1				1							1		
7	Efa			1				1					1					1			

	Ahdiyatul Ashifa																			
8	Fathul Hidayah			1					1				1				1				
9	Irmawati					1				1				1					1		
10	Irna Latifatul K				1			1					1							1	
11	lailatus sholihah (PIAUD				1				1						1					1	
12	Lena			1				1						1			1				
13	Moh. Zaki Qowiyyum Amin				1			1					1					1			
14	Muhammad Wahyu Utama	1					1					1						1			
15	Nailis Tsuroya	1					1					1						1			
16	Ninda Mujayanah				1			1				1							1		
17	Niswatun Afifah				1		1						1					1			
18	Novita Anggraini			1					1			1							1		

19	Novtavia Shinty Putri		1							1				1							1
20	Qurratun Aini Nisa'		1				1					1						1			
21	Rindang Sari Mawarni			1					1		1							1			
22	Sri mu'amamah			1				1						1				1			
23	sunariyah			1				1				1						1			
24	Tamara Maulidina			1					1			1						1			
25	YuLiana Rohmah			1					1			1				1					
26																					
27																					
28																					
29																					
30																					

TOTAL	2	5	10	7	1	4	10	5	5	1	6	12	3	4	0	5	5	11	3	1

NO	NAMA	part b																			
		1			2					3					4						
1	adinda sulistyo prihatini	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	alisa qatrun nada munawaroh	1									1				1					1	
3	Aminah Latifah			1			1							1			1				
4	Aris Khusaini	1								1					1				1		
5	Delia Fatihatul Inayah				1					1			1				1				
6	Dinda intan Permata Sari	1					1					1					1				
7	Efa Ahdiyatul Ashifa				1					1					1			1			
8	Fathul			1						1						1					1

	Hidayah																			
9	Irmawati					1		1						1				1			
10	Irna LatifatulK				1						1					1		1			
11	lailatussholihah (PIAUD				1					1					1					1	
12	Lena					1					1					1					1
13	Moh. Zaki Qowiyyum Amin		1					1				1						1			
14	Muhammad Wahyu Utama			1							1					1		1			
15	Nailis Tsuroya			1						1											1
16	Ninda Mujayanah		1					1						1					1		
17	Niswatun Afifah			1				1					1								1
18	Novita Anggraini	1							1					1				1			
19	Novtavia Shinty Putri	1								1					1				1		

20	Qurratun Aini Nisa'					1					1				1				1		
21	Rindang Sari Mawarni		1								1					1			1		
22	Sri mu'amamah					1					1					1			1		
23	sunariyah		1								1					1		1			
24	Tamara Maulidina				1					1					1			1			
25	YuLiana Rohmah				1					1					1				1		
26		1							1			1					1				
27																					
28																					
29																					
30																					
TOTAL																					
		6	4	5	6	4	2	4	2	9	8	3	2	4	8	7	4	8	7	2	4

NO	NAMA	part B														
		5					6					7				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	adinda sulistyo prihatini			1					1						1	
2	alisa qatrunnada munawaroh	1						1					1			
3	Aminah Latifah				1					1				1		
4	Aris Khusaini		1				1					1				
5	Delia Fatihatul Inayah	1					1					1				
6	Dinda intan Permata Sari				1					1					1	
7	Efa Ahdiyatul Ashifa			1					1						1	
8	Fathul Hidayah	1					1							1		
9	Irmawati		1						1			1				
10	Irna Latifatul K				1					1					1	
11	lailatus sholihah (PIAUD					1			1					1		
12	Lena	1					1					1			1	
13	Moh. Zaki Qowiyyum Amin	1							1					1		
14	Muhammad Wahyu Utama				1				1						1	
15	Nailis Tsuroya		1					1						1		

16	Ninda Mujayanah					1			1						1	
17	Niswatun Afifah			1				1					1			
18	Novita Anggraini		1				1					1				
19	Novtavia Shinty Putri			1					1							1
20	Qurratun Aini Nisa'		1							1					1	
21	Rindang Sari Mawarni		1							1				1		
22	Sri mu'amamah		1					1				1				
23	Sunariyah			1					1					1		
24	Tamara Maulidina			1					1					1		
25	YuLiana Rohmah	1							1			1				
26																
27																
28																
29																
30																

TOTAL	6	7	6	4	2	5	4	11	5	4	7	2	8	8	1

NO	NAMA	PART C																			
		1					2					3					4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	adinda sulistyo prihatini		1						1			1									1
2	alisa qatrunnada munawaroh			1						1		1						1			
3	Aminah Latifah		1							1				1				1			
4	Aris Khusaini	1								1				1				1			
5	Delia Fatihatul Inayah					1				1						1					1
6	Dinda intan Permata Sari				1					1			1								1
7	Efa Ahdiyatul Ashifa				1					1					1					1	
8	Fathul Hidayah		1					1					1							1	
9	Irmawati	1								1				1						1	
10	Irna Latifatul K	1								1					1					1	

11	lailatus sholihah (PIAUD			1						1				1			1			
12	Lena	1						1				1				1				
13	Moh. Zaki Qowiyyum Amin	1							1				1					1		
14	Muhammad Wahyu Utama			1							1	1							1	
15	Nailis Tsuroya	1								1				1			1			
16	Ninda Mujayanah				1				1				1			1				
17	Niswatun Afifah		1						1					1				1		
18	Novita Anggraini		1							1				1				1		
19	Novtavia Shinty Putri				1					1						1				1
20	Qurratun Aini Nisa'				1						1					1				1
21	Rindang Sari Mawarni			1							1				1			1		
22	Sri mu'amamah		1								1		1						1	

23	sunariyah		1							1				1					1		
24	Tamara Maulidina			1						1					1					1	
25	YuLiana Rohmah	1									1	1					1				
26																					
27																					
28																					
29																					
30																					

TOTAL	7	7	5	5	1	0	2	4	13	6	5	5	7	5	3	3	5	5	7	5

Part D

NO	NAMA	1					2					3					4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	adinda sulistyo prihatini				1					1				1						1	
2	alisa qatrunnada munawaroh			1						1		1					1				
3	Aminah Latifah				1					1					1			1			
4	Aris Khusaini					1					1				1					1	
5	Delia Fatihatul Inayah				1						1					1	1				
6	Dinda intan Permata Sari			1						1				1						1	
7	Efa Ahdiyatul Ashifa				1					1					1						1
8	Fathul Hidayah		1							1				1			1				
9	Irmawati			1						1					1					1	

10	Irna Latifatul K				1					1					1				1		
11	lailatus sholiha h (PIAUD			1							1			1					1		
12	Lena		1					1					1					1			
13	Moh. Zaki Qowiyyu m Amin				1					1				1							1
14	Muham mad Wahyu Utama			1						1			1							1	
15	Nailis Tsuroya			1						1					1				1		
16	Ninda Mujayan ah			1				1				1					1				
17	Niswatu n Afifah			1					1					1				1			
18	Novita Anggrain i				1					1			1					1			
19	Novtavia Shinty Putri					1					1				1				1		
20	Qurratu n Aini Nisa'				1						1			1					1		

21	Rindang Sari Mawarni				1						1				1				1	
22	Sri mu'amamah				1						1				1			1		
23	sunariyah			1						1				1				1		
24	Tamara Maulidina				1					1				1				1		
25	YuLiana Rohmah			1							1	1					1			
26																				
27																				
28																				
29																				
30																				

TOTAL	0	2	10	11	2	0	2	1	14	8	3	3	9	9	1	5	4	8	6	2

NO	NAMA	part D									
		5					6				
		1	2	3	4	5	1	2	3	4	5
1	adinda sulistyo prihatini					1				1	
2	alisa qatrunnada munawaroh		1						1		
3	Aminah Latifah				1					1	
4	Aris Khusaini				1						1
5	Delia Fatihatul Inayah					1					1
6	Dinda intan Permata Sari				1					1	
7	Efa Ahdiyatul Ashifa					1				1	
8	Fathul Hidayah	1									1
9	Irmawati									1	
10	Irna Latifatul K				1					1	
11	lailatus sholihah (PIAUD					1				1	
12	Lena		1								
13	Moh. Zaki Qowiyyum Amin					1					1
14	Muhammad Wahyu Utama				1						1
15	Nailis Tsuroya				1					1	
16	Ninda Mujayanah				1						1
17	Niswatun Afifah			1					1		
18	Novita Anggraini		1								1
19	Novtavia Shinty Putri			1							1
20	Qurratun Aini Nisa'				1					1	
21	Rindang Sari Mawarni				1					1	
22	Sri mu'amamah					1					1

23	sunariyah			1						1	
24	Tamara Maulidina			1					1		
25	YuLiana Rohmah	1									1
26											
27											
28											
29											
30											

TOTAL	2	3	4	9	6	0	0	3	11	10

NO	NAMA	PART E																			
		1					2					3					4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	adinda sulistyo prihatini			1						1				1					1		
2	alisa qatrunnada munawaroh		1					1					1				1				
3	Aminah Latifah			1					1					1					1		
4	Aris Khusaini					1					1					1			1		
5	Delia Fatihatu					1					1					1				1	

	l Inayah																			
6	Dinda intan Permata Sari			1						1					1		1			
7	Efa Ahdiyatu l Ashifa				1						1					1				1	
8	Fathul Hidayah				1			1								1				1	
9	Irmawati					1					1			1						1	
10	Irna Latifatul K				1					1				1					1		
11	lailatus sholihah (PIAUD				1					1				1						1	
12	Lena			1					1					1			1				
13	Moh. Zaki Qowiyyu m Amin			1						1						1					1
14	Muham mad Wahyu Utama			1					1						1				1		
15	Nailis Tsuroya				1				1						1						1
16	Ninda Mujayan ah				1						1			1			1				
1	Niswatu			1					1					1				1			

7	n Afifah																			
18	Novita Anggraini				1					1					1				1		
19	Novtavia Shinty Putri				1				1					1						1	
20	Qurratun Aini Nisa'					1					1					1				1	
21	Rindang Sari Mawarni				1					1						1			1		
22	Sri mu'amamah			1							1				1				1		
23	sunariyah				1				1						1			1			
24	Tamara Maulidina				1					1					1					1	
25	YuLiana Rohmah					1	1									1	1				
26																					
27																					
28																					
29																					
30																					

TOTAL	0	1	8	11	5	1	2	7	8	7	0	1	9	7	8	5	2	8	8	2

Part F

NO	NAMA	1					2					3					4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	adinda sulistyo prihatini				1					1				1					1		
2	alisa qatrunnada munawaroh		1						1				1					1			
3	Aminah Latifah			1						1					1					1	
4	Aris Khusaini					1					1				1				1		
5	Delia Fatihatul Inayah					1					1					1					1
6	Dinda intan Permata Sari				1					1					1				1		
7	Efa Ahdiyat					1					1				1					1	

	ul Ashifa																		
8	Fathul Hidayah					1				1					1					1	
9	Irmawati				1					1					1					1	
10	Irna Latifatul K					1		1						1					1		
11	lailatus sholiha h (PIAUD					1					1				1						1
12	Lena			1					1						1					1	
13	Moh. Zaki Qowiyyum Amin					1				1					1				1		
14	Muhammad Wahyu Utama				1			1								1			1		
15	Nailis Tsuroya					1				1					1			1			
16	Ninda Mujayanah				1						1			1				1			
17	Niswatun Afifah			1					1					1					1		
18	Novita Anggraini					1			1					1					1		
1	Novtavi				1					1					1					1	

9	a Shinty Putri																			
20	Qurratun Aini Nisa'					1					1				1					1
21	Rindang Sari Mawarni					1					1						1			
22	Sri mu'amamah				1					1					1			1		
23	sunariyah				1					1					1				1	
24	Tamara Maulidina			1						1					1				1	
25	YuLiana Rohmah	1							1			1							1	
26																				
27																				
28																				
29																				
30																				

TOTAL	1	1	4	8	11	0	2	5	11	7	1	1	5	15	2	1	4	10	8	3

NO	NAMA	part F				
		5				
		1	2	3	4	5
1	adinda sulistyo prihatini			1		
2	alisa qatrunnada munawaroh		1			
3	Aminah Latifah				1	
4	Aris Khusaini				1	
5	Delia Fatihatul Inayah					1
6	Dinda intan Permata Sari			1		
7	Efa Ahdiyatul Ashifa				1	
8	Fathul Hidayah			1		
9	Irmawati			1		
10	Irna Latifatul K			1		
11	lailatus sholihah (PIAUD				1	
12	Lena		1			
13	Moh. Zaki Qowiyyum Amin	1			1	
14	Muhammad Wahyu Utama					
15	Nailis Tsuroya		1			
16	Ninda Mujayanah	1				
17	Niswatun Afifah		1			
18	Novita Anggraini		1			
19	Novtavia Shinty Putri				1	
20	Qurratun Aini Nisa'		1			
21	Rindang Sari Mawarni			1		
22	Sri mu'amamah			1		
23	sunariyah			1		
24	Tamara Maulidina			1		
25	YuLiana Rohmah	1				

26						
27						
28						
29						
30						

TOTAL	3	6	9	6	1

Appendix VI

The result of interview

PARTICIPANT 1

Name : Yuliana Rahma (PAI)

Interviewer : Yessi, selama kamu belajar speaking apakah kamu menemukan beberapa problem yang mungkin bikin kamu kesulitan?

Rahma : Kalau ngomong masalah problem dalam speaking sih banyak menurutku, yang pertama itu kayak kalau kita kurang vocabulary itu kayaknya tidak mendukung banget kita untuk speaking, trus kayak pronounciation, kalau kita banyak vocabulary pun kalau pronounciation kita ga tepat itupun dapat menyulitkan pendengar menurut saya, kalau yang ketiga itu, kalau speaking apalagi berbicara di depan orang banyak itu kayak masih kurang pede masih kurang berani kayak gitu.

Interviewer : Yessi, during learning speaking, did you find some problems that might make you difficult?

Rahma : Talking about problems in speaking, there are many problems I think. The first one, if we are lack of vocabulary, it really will not support us to speak. Then pronounciation, although we have a lot of vocabulary, but we pronounce them incorrectly, it

		can give difficulties for listeners, in my opinion. The third one, to speak especially in front of many people is still less confident and less courageous.
Interviewer	:	Biasanya untuk mengatasi masalah itu apa nih?
Rahma	:	Menurut saya sering baca buku-buku Bahasa inggris trus dipahami kosa katanya dan kalau ga tau apa maksut dari kosakata tersebut dicari dalam kamus mungkin dan juga kalau ada bacaan yang sulit itu bisa di cek di kamus cara bacanya.
Interviewer	:	What do you usually do to solve those problems?
Rahma	:	In my opinion, by reading English books and understanding the vocabulary. If I don't know what the meaning of vocabulary, I will look up the dictionary, and if there is a difficulty in reading, it can be checked in the dictionary how to read it.
Interviewer	:	Kira kira dari strategi kamu ada kesulitannya ga?
Rahma	:	Ada, saya kadang kehabisan vocab dalam mengeksplore kata-kata, karena itu saya perlu bekerja keras untuk menghafal vocab-vocab yang menurut saya belum saya ketahui.
Interviewer	:	Menurut yessi problem yang paling sulit yang mana?
Rahma	:	Pronounciation.

Interviewer : In term of strategies, do you think you have difficulties?

Rahma : Yes, I sometimes run out of vocabulary in exploring words, so I need to work hard to memorize vocabulary that I haven't known yet.

Interviewer : According to Yessi, which one is the most difficult problem?

Rahma : Pronounciation.

PARTICIPANT 2

Name : Novita Anggraeni (PBA)

Interviewer : Menurut Irma, ketika belajar speaking ada problem yang dihadapi nggak?

Novita : Pasti ada, kalau speaking sih biasanya itu pronounciationnya, karena harus mendengar langsung dari native speakernya asli atau bisa cek di google.

Interviewer : Bagaimana untuk mengatasi masalah itu?

Novita : Untuk mengatasi itu, saya biasanya praktek langsung dengan bercakap dengan teman sebaya untuk membiasakan pronounciation.

Interviewer : According to Irma, when learning to speak,are there problems that were faced or not?

Novita : Of course three are problems. The speaking problem is usually from the pronunciation because

		we have to listen to it directly from the native speakers or we can check it on Google.
Interviewer	:	How to solve that problem?
Novita	:	To overcome that, I usually practice directly by talking with peers to get used to pronounciation.
Interviewer	:	Selain pronounciation ada masalah lagi ga?
Novita	:	Emm.. salah satu masalah ketika speaking itu adalah kurangnya vocab
Interviewer	:	Dan menurut kamu bagaimana cara mengatasinya?
Novita	:	Biasanya sih setiap weekly ada penguasaan vocab untuk dihafalkan begitu.
Interviewer	:	Besides pronounciation, is there any problem again?
Novita	:	Erm ... one of the problems when speaking is lack of vocabulary.
Interviewer	:	And how do you think it can be overcome?
Novita	:	Usually, every week there is a mastery of vocabulary to be memorized.
Interviewer	:	Berarti di LSB untuk setiap minggunya ada penambahan vocab begitu?
Novita	:	Iya.
Interviewer	:	Jadi menurut Irma problem yang paling sulit di solve itu yang mana ?
Novita	:	Yang pertama itu pronounciation, trus juga grammar sih, soalnya kalua kita ngmong Bahasa

inggris kan langsung translate dari Indonesianya gitu dan ga memperhatikan grammarnya.

Interviewer : Does it mean that at LSB there is an additional vocabulary for every week?

Novita : Yes.

Interviewer : So according to Irma, which one is the most difficult problem to solve?

Novita : The first is pronounciation and then grammar because when we speak English, we translate directly from Indonesian and don't pay attention to grammar.

PARTICIPANT 3

Name : Mohammad Zaki Amin (MPI)

Interviewer : Fathul, biasanya dalam belajar speaking itu menemukan banyak problem ga.

Zaki : Iya pasti banyak problem, apalagi saya berasal bukan dari jurusan Bahasa inggris, entah itu pelafalannya maupun kurangnya vocab atau apa gitu, ya banyak lah mbak.

Interviewer : Bagaimana untuk mengatasinya?

Zaki : Kalua saya selain menghafalkan vocab juga sering membuat dialog tentang vocab itu dan biasanya saya juga membuat kalimat untuk dialog itu di kehidupan sehari-hari yang mudah dihafalkan gitu

mbak, saya juga mencari topik yang mudah untuk speaking contohnya dialog sehari – hari yang bisa kita pakai begitu.

Interviewer : Fathul, usually in learning speaking, did you find many problems?

Zaki : Yes, there must be many problems since I am not from an English major from ethier pronunciation, lack of vocabulary, or others. There are a lot of problems.

Interviewer : How to overcome them?

Zaki : In addition to memorizing vocabularies, I often make dialogues from those vocavbularies, and I also make sentences for the dialogues about daily life that are easily memorized. I also look for topics that are easy to speak for example, daily conversations that we can use them.

Interviewer : Apakah menurut kamu itu efektif?

Zaki : Menurut saya iya, karena jika dipraktikkan setiap hari entah itu sedikit – sedikit, nanti lama-lama akan melekat dalam penguasaan speaking kita.

Interviewer : Dari cara itu apakah Fathul menemukan kesulitan?

Zaki : Eee.. kalua kesulitan pasti ada, karena yang paling sulit adalah dalam hal pronounciatinnya.

Interviewer : Do you think it is effective?

Zaki	:	I think so because if it is practiced every day although it is little by little, it will eventually be inherent in our speaking mastery.
Interviewer	:	From that way, did you find difficulties?
Zaki	:	Eee ... there are definitely difficulties because the most difficult is from the pronounciation.
Interviewer	:	Menurut fathul ada ga kesulitan dalam pronounciation?
Zaki	:	Ada, kalua saya itu di bagian pengucapannya karena saya masih kaku dalam berbahasa inggris.
Interviewer	:	Ada trik2 khusus ga untuk itu?
Zaki	:	Kalau saya, sering saya ulang2 begitu**.**
Interviewer	:	According to Fathul, are there any difficulties in pronunciation?
Zaki	:	Yes, I found it in pronunciation because I am still stiff in English.
Interviewer	:	Are there any special tricks for that?
Zaki	:	For me, I repeat the pronunciaton several times.
Interviewer	:	Kalau di LSB sendiri ada ga yang khusus kita bahas tentang pronounciation misalnya?
Zaki	:	Ada mbak, biasanya itu di weekly itukan ada pertemuan khusus yang membahas tentang itu mbak, speaking**.**
Interviewer	:	Dan kamu merasa terbantu ga?

Zaki	:	Iya.
Interviewer	:	In LSB itself, is there any specific discussion about pronounciation?
Zaki	:	Yes, usually in weekly program, there is a special meeting that discusses about that.
Interviewer	:	And you feel helped?
Zaki	:	Yes.
Interviewer	:	Tapi kalua dalam kelas sendiri ada kesulitannya ga?
Zaki	:	Sejauh ini belum ada mbk, karena saya baru ambil b. inggris 1, kalua b. inggris 2, belum tau kedepannya seperti apa**.**
Interviewer	:	Kemudian di aspek lainnya misalnya vocabulary?
Zaki	:	Kalau untuk vocab kan kita bisa lihat di kamus, atau kalua ada suatu bacaan yang belum tahu bisa baca2 apa gitu pokoknya yang penting itu ada satu kalimat ada kata intinya yang sudah bisa saya ketahui, yang lainnya nyusul gitu kalua untuk merangkai arti. Kalua saya gitu mbak.
Interviewer	:	In the class, do you have any difficulties?
Zaki	:	So far there is no difficulty because I just took English 1. For English 2, I do not know how it will be like.
Interviewer	:	Then in other aspects, such as vocabulary?

Zaki : For vocabulary, we can see in the dictionary, or if there is a reading that we do not know how to read, the important thing is that there is one sentence, there is a core word that wehave already known, then the others will follow to arrange the meaning. I think like that.

Interviewer : Dan biasanya kamusnya apa?

Zaki : Kalau saya masih pakai di hp mbak, kamusku gitu, donwload.

Interviewer : Ada strategi khusus ga untuk memperkaya kosa kata?

Zaki : Kalau untuk memperkaya saya lebih banyak membaca bacaan b.inggris. nanti kalua ada vocab yang baru saya cari di kamus.

Interviewer : And what dictionary do you usually use?

Zaki : I still use dictionaary in my cellphone, *KAMUSKU* application that I have downloaded.

Interviewer : Is there any specific strategy for enriching vocabulary?

Zaki : For enrichment, I read more English literature. If there is new vocabulary, I will look for in the dictionary.

PARTICIPANT 4

Name : Delia Fatihatul Inayah (PGMI)

Interviewer : you have a problem when you're learning speaking skill?

Delia : I have a lot problem in speaking, mainly are the matter of vocabularies and pronunciation, because I have a lack of advance in that two aspects.

Interviewer : what did you do then to overcome this problem?

Delia : to overcome my pronunciation problem, I usually watch the youtube program in which it allows me to speak in the way of how the native speaker speaks.

Interviewer : so, it puts more emphasize on imitating the native speaker, then do you find any difficulties in learning through this kind of method?

Delia : yes, I found it really difficult to speak as similar as the native speaker, since I myself is Indonesian and we have a different tongue.

Intervieewer : may I know what major are you?

Delia ` : Islamic Education Management

Intervieewer : we goon to the next problem, what is the way you take to tackle your vocabulary problem, I mean how the way you improve it?

Delia : the way that I take is by memorizing the vocabularies which I got fromeither instagram and google, such as slank and other common vocabularies

for daily basis activity, then I used it to send a message with my friends.

Intervieewer : according to you, what is the hardest aspect to improve your fluency in speaking?

Delia : I think, it is about pronunciation. When we have good pronunciation we can esily communicate to the other and avoid from making misunderstanding.

Interviewer : does LSB provide a meeting specified for improving speaking skill?

Delia : yes it does, the tutor usually teaches us about tongue twister.

PARTICIPANT 5

Name: Sri Muamanah (PIAUD)

Interviewer : what problem did you have during learning speaking skill?

Muamanah : I have some problems in my speaking such as pronunciation and grammar as well. i often get difficulty how to construct the sentence and also how to organize the idea.

Interviewer : what did you do then to overcome this problem?

Muamanah : usually I jot down of what I will speak latter.

Interviewer : is it effective enough to make your fluency better?

Muamanah : yes, I think it was usefull for me.

Interviewer : is there any weaknesses i using this kind of method?

Muamanah : sometimes I don't really pay attention on grammar, so I got many mistakes on it.

Interviewer : because you often to memorize the text, do you often forget the text that you memorize when you've faced many audiences in fornt of you?

Intervieew : yes, but the most imortant thing is as long as I can be brave in fornt of other people.

Interviewer : what do you do to overcome a pronunciation problem?

Muamanah : I mostly used two ways by repeating the correct pronunciation of the words, such as the word "born" and "bone". I look for the correct pronunciation by listening it on the dictionary or by asking the more expert one on it.

Interviewer : Do you find any difficulties in appliying such method?

Muamanah : yes, because I have to repeat it several times and also remember it as well.

Interviewer : does LSB give a class focused on pronunciation?

Muamanah : I think there's no specific class on pronunciation, we are given some vocabularies and the tutor then exemplify how to pronounce the words well.

Interviewer : What about the matter of vocabularies, do you have any problems in that?

Muamanah : yes, I still have a lack of vocabularies

Interviewer : so whatare your major?

Muamanah : English Education Department

Interviewer : how long have you been in LSB?

Interviewer : what is your difficultie in vocabulary mastery?

Muamanah : it is in memorizing it, and how to pronounce it well.

Interviewer :how is your way to improve your vocabularies?

Muamanah :I usually memorize it, but the more I memorize the more I forget it as well.

PARTICIPANT 6

Name : Muhammad Wahyu Utama (PBA)

Interviewer : what problem did you have during learning speaking skill?

Wahyu : I have a lot of difficulties in speaking, for instance is a matter of performance, I feel I'm lack of confidence and don't know what to speak. Let alone, I come from islamic boarding school in which it required me to learn more in religious subject rather than in English language.

Interviewer : what did you do then to overcome this problem?

Wahyu :I used to watching movie or listening music in English.

Interviewer : Do you find any difficulties in appliying such method?

Wahyu : my difficulties are usually I concern more on the melody of the music, and plot of the film rather than focused on the vocabularies used.

Interviewer : Do you also find any problems in pronunciation?

Wahyu : yes, I do, the written form and the way to pronounce is highly different, so its hard to be memorized.

Interviewer : what did you do then the problem in pronunciation?

Wahyu : repeating it and memorizing

Interviewer : do you find any difficulties in vocabularies?

Wahyu : I jot it down and repeat it several times

Interviewer : what is the hardest thing in speaking?

Wahyu : vocabularies, pronunciation and a matter of psychology

Interviewer : what aspect do your concern more to tackle your speaking problem?

Wahyu : improving my vocabularies.

PARTICIPANT 7

Lailatun Sholihah - (PIAUD)

Interviewer : do you have any problem in speaking?

Sholihah :actually I have many problems in speaking, but the most burden me is pronunciation, as we know that we

	are not native speaker, so it seems difficult to pronounce it in the right way. It sometimes makes us feel ashamed when we mispronounce it.
Interviewer	: then, do you have any strategy to solve that problem? What strategy is that?
Sholihah	: after evaluating my mistake in pronunciation, I used to look for many references from internet, watch movie in English subtitle, and listen to English song. From that, we can follow native pronunciation. Besides that, I used to download the lyric to enrich my vocabulary.
interviewer	: from that strategy, do you think that it has the strengths and the weaknesses?
Sholiha	: of course, it has. For the strengths, it helps us to make our speaking more fluent and know how to pronounce it well, besides, we can learn and make notes from many new vocabularies we heard. And for the weaknesses, I don't really understand the grammar, since I only focus on pronunciation and vocabularies.
Interviewer	: then, how to enrich your vocabulary?
Sholihah	: by listening to music, I got many new vocabularies, then I write them down and memorize them. I also check to dictionary how the meaning and how to

pronounce it. I repeat that words many times until I bear in my mind. It helps me a lot in to produce many words while speaking.

PARTICIPANT 8

Lena : PIAUD

Interviewer : do you have any problem while speaking English?

Lena : yes, I do. It comes from either internal or external factor. For the internal one, I think it get very difficult to catch any English word since I'm not a student of English department. I feel difficult to recognize English word, sometimes I force myself to memorize it.

Interviewer : then, do you have any idea to solve that problem?

Lena : I used to make some notes for some new vocabs that I found. So I can recall it while I forgot. In addition, there is LSB program that serves us with abundant of vocabularies. This is much easier to remember.

Interviewer : do you find any difficulties in applying that strategy?

Lena : yes, I do. I think I got confused to differentiate some words, so I got mistakes in using it.

Interviewer : all right. How about pronunciation? Do you any difficulties in that part?

Lena : yes, sometimes I mispronounce it. But, some friends of English department student help me correct it. I also ask their suggestion how to pronounce it correctly, then they suggest me to use oxford dictionary because from this, I can learn how the words should be pronounced.

Interviewer : okay. In vocabulary matters, how do you enrich your vocabularies?

Lena : I used to watch English movie, and listen to English song. However, from LSB itself, they give us a day of enriching vocabulary activity in weekly program. I also get support from anyone who has big motivation in learning English in order to practice it together.

Interviewer : so, do you think that strategy helps you a lot in improving your speaking skill?

Lena : of course. I feel easier to remember English words. In addition, if I'm mistaken, it will be directly be evaluated. Yet I also face some difficulties such as nervous when speaking In English or sometimes afraid of being wrong in using the grammar.

PARTICIPANT 9

Irmawati–(PBA)

interviewer : do you find some difficulties in learning speaking?

Irma : yes, I find many difficulties since English is not my native language. At most, I feel difficult to understand the pronunciation because I barely hear some new English words.

interviewer : then, do you have any strategy to overcome it?

Irma : I always keep motivating myself to have energy in learning English. I realize that I am still lack of mastering English, so I keep encouraging myself to always be confident while speaking.

interviewer : if we talk about pronunciation. Do you have any difficulty in it?

Irma : honestly, I can't pronounce it well since it sounds strange in my ear. For example: the word "Wednesday", in my dialect, it should be pronounced d.a.i not d.e.i. to overcome this, I usually open online dictionary in order to know how to pronounce it.

interviewer : is there any other strategy?

Irma : as I said before, firstly I open online-dictionary, then I hear how the English word should be pronounced. Besides that, I usually have discussion with my friends.

interviewer : and how about vocabulary, do you have any difficulty with it?

Irma : if we talk about vocabs, I just think that I don't have enough vocabularies. But, since I join LSB, it helps me a lot to enrich my vocabs. In daily meeting, there is always a day discussing about new vocabularies.

interviewer : in your opinion, what are the strengths and the weaknesses of your strategy?

Irma : for the strengths, I can motivate myself to always be confident while speaking. And for the weakness, I just realize that when I'm speaking I'm a little bit ignoring the grammar. What I believe is that I have a bravery to speak in English.

PARTICIPANT 10

Tamara Maulidina - PGMI

Interviewer : When learning speaking in LSB, do you find any difficulty? Either while practicing it or learning it?

Tamara : yes, I do.

Interviewer : what are the difficulties?

Tamara : I think my speaking skill is not good enough because I'm not used to using English. So, I always get mistaken when speaking.

Interviewer : then, how to overcome it? Do you have any specific strategy?

Tamara : yes, I do. I used to talk with my friends using English in order that we can make it as our habit. If language has become a habit, it can make us easier to use it in daily activity.

Interviewer : any else?

Tamara : when we have assignment such as to make a dialog or speech with specified theme. We arrange it together, and then we memorize it. In that process, we usually will correct each other.

Interviewer : then, in applying that strategy, do you think it has strength and weakness?

Tamara : yes, of course. For the strength, I get more fluent in speaking since I can do it whenever and wherever. And for the weakness, I often get mistaken in using the grammar since I think the most important in speaking is that we're brave to speak.

Interviewer : all right, move to another matter, pronunciation. Do you find any problem in learning it? After that, how to overcome that difficulty?

Tamara : yeah, I often mispronounce it. But to solve it, I usually check dictionary application in my mobile phone. I listen to how it is pronounced, then I follow

the way the speaker pronounces it. I repeat it many times to speak like native speaker. Besides that, I usually ask my teacher or some friends who more understand than I.

Interviewer : okay. And in vocabulary matter, do you have any problem with it?

Tamara : yes, i'm not the student of English department and I think it's the main reason

Interviewer : what is your major?

Tamara : from PGMI, I think I'm lack of vocabularies. But, in LSB, I am always given a task by the tutor to memorize some vocabularies. It helps me enrich my vocabularies, so that, I won't get stuck while speaking.

Interviewer : oh, so you are given a task weekly and correct it to them.

Tamara : Yes

PARTICIPANT 11

Novtavia Shintya putri-(PAI)

Interviewer : Ok miss. I want to ask you. In learning speaking, do you find any problem or difficulty?

Putri : yes, I do. Since I'm not student of English department, I feel confused how to pronounce it.

Interviewer : do you have any effort to solve that difficulty?

Putri : yes, I have. You know that I like singing and talking to myself. then, I have initiative to listen to English song and look for the lyric. I follow how the singer sings the song and how she pronounces it. Besides that, I also like watching English movie, I just listen it slowly. At least, I know how they pronounce the English words though sometimes I can't follow it directly.

Interviewer : oh yeah, and how about pronunciation? Do you think it's one of the difficult factors while learning speaking?

Putri : yes, of course. I always get confused to pronounce English words. Indeed, my tutor has instructed me to open oxford dictionary, and read how the word should be pronounced. But, I don't understand how to read the symbol/ the transcript. Once I understand, but it's not enough. I should learn it continuously.

Interviewer : after having that strategy, do you think it benefits you a lot? Besides that, do you find any difficulty in applying it?

Putri : it benefits me a lot since singing and watching are my hobbies, I just find enjoy while learning using this

strategy. But, for the weakness, I'm a little bit putting aside the grammar.

Interviewer : all right, you said before that you are not student of English department, then how do you enrich your vocabulary? Do you find any difficulty in this process?

Putri : yeah, as I said before that I like singing. Then, I try to sing English song by reading the lyric. I just look for any current popular song such as "Thousand years". While listening and singing the song, I learn some vocabularies that might be unfamiliar for me. Besides that, LSB also gives us some vocabularies building in weekly program, after that we memorize it.

Interviewer : okay,mmmm, do you think it is effective? Or in converse, you find some problems in applying this learning style?

Putri : yeah, I find some weaknesses in applying this learning style. For me, memorizing makes me understand the words fast but also forget them fast. I just keep trying to make it as my habit though it was so difficult. I tried to keep repeating it because my tutor said that learning a language Is by practicing it in our daily activity.

PARTICIPANT 12

Name : Aris Khusaini - (PAI)

Interviewer :Selama kamu belajar speaking, apa kamu menemui masalah yang kamu ketahui di dalam speaking kamu?

Aris :Dalam ketika belajar speaking?

Interviewer :During learning speaking, did you find any problem which you know from your speaking?

Aris :When I learn speaking?

Interviewer : Ya atau practice speaking.

Aris : Kalau menurut saya, ada beberapa masalah sih yang saya temukan. Yang pertama mungkin ya kalau di Indonesia kan saya berhubung belajar bahasa inggris kan sebagai foreign language saya, jadi kalau pertama sih masalah pronunciation kalau saya paling penting itu terus kemudian terkadang ketika mungkin kita nanti mispronounce terus kita jadi grogi terus membuat kita nanti ragu akan speaking kita. Kemudian mungkin untuk masalah berikutnya yang saya temukan adalah dengan bagaimana cara kita mengolah kata. Karena awalnya kita itu diajari susunan kata mulai subject, predicat, object, keterangan namun di bahasa inggris nanti mungkin ada variasi-variasi tersendiri yang mana merupakan salah satu kesulitan tersendiri bagi saya. Ya mungkin

itu. Kemudian selain itu juga mungkin vocabulary juga termasuk salah satunya sih karena ya background saya mungkin kurang bisa membantu saya dalam bahasa inggris jadinya ya saya vocabulary memang kurang sekali.

Interviewer : Yes or practice speaking.

Aris : In my opinion, I even found some problems. The first, as Indonesian, I learn English as foreign language, so the main problem is pronunciation. The most important is pronunciation I think. Then, when I misspronounce, I become nervous and make me doubtful to speak. The next problem that I found is the way I organize words because in the beginning we are tought about word arrangement such as subject, predicat, object, and compliment, but English has other specific variations which become a difficulty for me. I think like that. Besides that, vocabulary also becomes one of the problems I found because my academic background is difficult to help me to learn English, and my vocabulary mastery is still very low.

Interviewer : Nah ketika kamu sudah menemukan masalah-masalah di dalam diri kamu ketika belajar speaking atau practice speaking, strategi apa yang kira-kira bisa mengatasi masalah tersebut?

Aris : Kalau untuk masalah itu kalau saya belajar speaking sih saya lebih ke kayak kan semisal nih ada beberapa vocabulary dalam bahasa inggris itu saya lebih ke mengelompokkannya jadi beberapa bagian gitu semisal kayak hewan, ada hewan darat ada juga hewan laut kemudian mungkin nanti saya klasifikasikan hewan darat mana laut mana dengan itu. Kemudian saya juga membuat sinomim, semisal untuk bahasa inggris misal any sama some, kan artinya hampir sama meskipun nanti formnya kan berbeda. Jadi saya tetap buat ringkasan seperti itu untuk membantu itu.

Interviewer : When you have found the problems in yourself when learning speaking or practicing speaking, what strategy will you use to solve the problems?

Aris : For those problems, I learn speaking by classifying vocabulary such as animal can be divided into sea animal and land animal, then I will classify and differ them. I will also make synonyms, for example, *any and some*, they have similar meaning although the words are different, so I will make a summary such that to help me.

Interviewer : Ketika kamu sudah memilih strategi tersebut, kira-kira ada kelebihannya gak? Dan kekurangannya juga apa aja, kalau memang ada?

Aris : Kalau untuk kelebihannya sih, kalau dengan begitu kan saya nanti vocabulary saya kan jadi tambah jadi nanti kalau sangat membantu untuk speaking saya karena dimana kalau vocabulary, kalau mau ngomomg kan kita gak mikir-mikir gitu mau ngmong apa kan udah tau vocabularynya. Kalau untuk kekurangannya, kalau kita mau diskusi misal saya baru nguasai vocabulary tentang sekitar kampus, kemudian teman-teman minta diskusi tentang luar kampus. Jadi saya kan vocabulary belum terbangun, jadi kan keluhan saya seperti itu jadi saya masih dalam satu konteks yang sama yang saya pelajari, jadi untuk diluar konteks itu saya masih belum mampu.

Interviewer : When you have already had the strategy, is that any strenght of the strategy? And is that any weakness of the strategy? Can you mention if there are some?

Aris : For the strength, by using that strategy, my vocabulary mastery will be improved that will help me to speak because I don't have to think too long to say something if I have known the vocabulary. For the weakness, if I want to disscuss something, for

example, I have just mastered about vocabulary around campus, then my friends ask to discuss about outside campus, so my vocabulary hasn't been built. My problem is like that, so it is still the same context with what I learn, and for vocabulary outside campus I haven't mastered.

Interviewer : Kita masuk ke yang pronunciation, nah ketika kamu pronunciation itu apakah kamu juga menemukan masalah di pronunciation?

Aris : Kalau masalah pronunciation, kalau menurut pribadi saya sendiri, saya kan berasal dari jawa jadi kalau pronunciation saya itu masih logat-logatnya itu jawanya itu masih dalam pelafalan bahasa inggris, jawanya pun masih terasa gitu maksudnya masih kadang-kadang masih ikut, misal kayak spiker gitu atau apanya, pokoknya logat jawa saya masih ikut atau mungkin saya tambahin kayak sih atau lah. Terus kemudian kalau kayak native sih masih belum bisa sih ya, nah itu memang bagi saya masih sulit sekali, baik itu british maupun American bagi saya masih sulit dalam pronunciation.

Interviewer : Well, let's talk about pronunciation, when pronouncing words, did you also find some problems with that?

Aris : In my opinion, because I am Javanese, when I pronounce the words, I still use javanese accent in pronouncing English. My javanese accent is still mixed in my English pronunciation, and sometimes I add “sih” or “lah” when I speak English. To be native-like, I haven’t been able to do it, and it is very difficult for me either British or American, they are still very difficult in pronunciation.

Interviewer : Kira-kira untuk mengetahui kalau kamu sudah mepunyai pronunciation bagus itu bagaimana, practicenya seperti apa?

Aris : Practice?

Interviewer : How is they way to know that you have had good pronunciation?

Aris : By practicing.

Interviewer : Apa kamu itu bisa minta temen untuk tolong menyimak kamu, pronunciation udah benar apa belum atau kamu minta tutor kamu yang benerin?

Aris : Kalau masalah mengecek pronunciation sih, kalau saya sih lebih ke teman ya misal kita tanya ke temen yang lebih kompeten atau pronunciation lebih baik, saya tanyakan apakah udah benar sih, kayak aku ketika bilang I love You atau bilang apa gitu, ini

bener I love you apa I love you, yang bener yang mana sih gitu, nanti temanku ngasih tau gitu.

Interviewer : Do you ask your friends to help you to check your pronunciation whether it has been correct or not? Or do you ask your tutors to help you?

Aris : To check my pronunciation, I usually ask my friends to help me. I ask my friends who are more competent in pronunciation whether my pronunciation has been correct or not. For example, I say “I love you” or others, is that my pronunciation correct? And then my friends will tell me the correct one.

Interviewer : Ketika mengalami kesulitan dalam pronunciation, kamu apakah punya strategi untuk menemukan pronunciation yang benar?

Aris : Kalau untuk saya sih, kalau untuk yang awalnya mungkin saya buka kamus dulu lihat phonetic transcriptionnya gimana, terus untuk mengecek apa bener gak apa yang saya ucapkan, nanti saya cek di googletranslate juga bisa, nanti saya recording sesuatu, nanti keluarnya apa yang aku ucapkan atau enggak. Kalau gak kan berarti pronunciationnya masih salah. Bisa juga menggunakan kamus elektronik yang sekarang ya kita ngetik apan nanti udah bisa dibacanya apa gitu.

Interviewer : When you find some difficulties in pronunciation, do you have certain strategy to correct your pronunciation?

Aris : For me myself, I will open up my dictionary to check the phonetic transcription to check whether my pronunciation has been correct or not. Sometimes, I also check it in google translate. I will record my voice first, then I will check it whether it has been correct or not. I also use electronic dictionary. I can type what I want then the dictionary will provide the correct pronunciation.

Interviewer : Kalau untuk masalah vocabnya gimana? Gimana cara kamu membangun agar kamu punya vocab ynag banyak itu bagaimana? Menghafal vocab setiap hari, atau bagaimana?

Aris : Kalau saya sih, kalau untuk vocabulary saya termasuk orang yang kurang rajin dalam menghafal sih, jadi saya mungkin ketika ada vocabulary yang sulit nanti saya cari dalam kamus, kemudian akan saya catat. Kemudian untuk vocabulary itu nanti akan saya klasifikasikan beberapa kategori-kategori jadi setelah itu agar mempermudah saya dalam menghafal. Jadi semisal nanti ada tema kampus jadi saya kan udah ada kategori kampus. Nanti yang keluar

vocabularynya tentang apa aja gitu. Jadi akan mempermudah saya untuk meningkatkan skill dalam vocabulary saya.

Interviewer :Ya ya ya ya….

Interviewer : How about the vocabulary? How is your way to improve you vocabulary? By memorizing vocabulary everyday or other ways?

Aris : I am a typical who is lazy to memorize vocabulary, so if I find some difficult words, I just look for in my dictionary, then I will write them. Then, the vocabulary will be classified into some categories to make me easier to memorize. For exampe, if we discuss about vocabulary around campus, I have had note about vocabulary around campus. When we discuss about certain topics, I have had the notes, so it make me easier to improve my skill in vocabulary.

Appendix VII

Documentation

pict 1: Giving instructions to the participants

pict 2: distributing the questionare to the participants

pict 3: participants fulfilled the questionare

pict 3: participants fulfilled the questionare