

**EFL LEARNERS' STRATEGIES IN SPEAKING: A CASE
STUDY OF ENGLISH DEPARTMENT STUDENTS**

THESIS

Submitted in Partial Fulfilment of the Requirement for Degree of
Bachelor of Education in English Language Education



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Speaking Strategies as EFL Learners**

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ABSTRACT

Titled : **EFL LEARNERS' STRATEGIES IN SPEAKING: A CASE STUDY OF ENGLISH DEPARTMENT STUDENTS**

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This descriptive qualitative study was to explore the language learning and speaking strategies utilized by fourth-semester English Language Education Department students studying English as a Foreign Language in academic year 2022/2023. The data collected from 32 students who already have some experience for learning speaking in the first semester to the third semester in the class. As the research instrument, the data were collected using the Strategy Inventory Language Learning (SILL) questionnaire version 7.0 and interviews. The questionnaire data analysis revealed that the students utilized all of the learning strategies, with the memory strategy accounting for 16,06 percent, the cognitive strategy for 16,61 percent, the compensation strategy for 16,97 percent, the metacognitive strategy for 18,03 percent, the affective strategy for 15,67 percent, and the social strategy for 16,65 percent. Metacognitive systems got the most elevated rate (18,03%) and the most extensive all out score (4,36). In the interview the students employ diverse strategies to acquire vocabulary, improve grammar, enhance pronunciation, and practice speaking skills. They use techniques like watching movies, listening to music, reading, looking up words, and actively writing down and remembering new vocabulary. They engage with various media, utilize resources, seek guidance, adopt a positive mindset, and embrace mistakes to strengthen their language skills and become more proficient.

Keywords: *Language Learning Strategy, SILL, Speaking*

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MOTTO

"Indeed, Allah will not change the condition of a people until they change what is in themselves."

(Q.S Ar-Ra'd: 11)

"The act of wanting to pursue something maybe even precious than actually becoming that thing, so I feel like just being in the process itself is a prize and so you shouldn't think of it as a hard way and even if you do get stressed out you should think of it as a happy stress just enjoy while pursuing it cause it's that precious."

(Mark Lee of NCT)

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CHAPTER I

INTRODUCTION

The research background, questions, objectives, significance, scope, and limitations, as well as the reasons for selecting the topic are discussed in this chapter.

A. Background of the Study

Around the world, English has become a widely spoken language. English is used in the writing of at least international organizations with 85 percent, the international film industry with 85 percent, and academic articles published with 90 percent in leading academic fields.¹ The teaching of English is greatly influenced by the global spread of the language. This is more than just a language issue; it also requires efficient international communication, which is becoming increasingly significant in the twenty-first century. Because each person uses grammar, vocabulary, and pronunciation that retains some first-language characteristics, second language and foreign language learners often experience interpersonal and intercultural (L1) communication difficulties.²

¹ Crystal, D., “English as a Global Language” (2nd ed.). (2003), Cambridge, UK: Cambridge University Press.

² Ya-chen Su and Ya-chen Su, “College Students’ Oral Communication Strategy Use, Self-Perceived English Proficiency and Confidence, and Communication Anxiety in Taiwan’s EFL Learning College Students’ Oral Communication Strategy Use” *Educational Studies* 0, no. 0 (2021): 1–20, <https://doi.org/10.1080/00131946.2021.1919677>.

Speaking is the oral communication of the speaker with the interlocutor that conveys the speaker's intent. The purpose of speaking is to convey the speaker's idea or purpose during a dialog or discussion, when people start their talk then the interlocutor understands the speaker is saying or sharing their idea to the person he is addressing.³ Students must be able to communicate in English since speaking is an interactive action that develops meaning via the creation, reception, and processing of information.

Speaking is regarded as a fundamental and highly effective mode of human communication. It is the process by which people exchange ideas, points of view, opinions, and any other information. The most important aspect of any language learning process is speaking. Students strive to improve this productive skill in a variety of ways.⁴ Language teaching focuses on the four dimensions of language skills and provides a solid foundation for learners to improve their proficiency. Learning to speak requires more concentration and practice. Initially, in terms of listening and speaking, if adequate

³ Ari Prasetyaningrum, Zahratul Fikni, and Laila Wati, "English Foreign Language Students' Strategies in Overcoming Speaking Problems" 4, no. 1 (2020): 94–103.

⁴ K Rajitha and C Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety" 00, no. 2019 (2020): 9–14.

opportunities to improve the target language are created, the results of language acquisition are effective and phenomenal.⁵

Since English Foreign Language speakers have to converse and then apply language faster than writers, speaking seems to be more challenging than writing; when practicing speaking, time is of the essence. The writer has enough time to write his sentences, open a dictionary when it is required and thoroughly review the published material, while the speaker does not have enough time to write his speech. Since English Foreign Language students need to translate language abilities into real execution while managing useful abilities, the development of productive skills (writing and speaking) appears to be more challenging than the development of receptive skills (reading and listening).⁶

Speaking anxiety, insufficient vocabulary, inability of grammar patterns, poor pronunciation, low motivation, poor listening facilities, unavailable environment, inappropriate teaching strategies, and inappropriate curriculum are some of the issues that EFL learners face. For English Foreign Language students, a major barrier to efficient communication is a lack of vocabulary knowledge. Most

⁵ Su and Su, "College Students' Oral Communication Strategy Use, Self-Perceived English Proficiency and Confidence, and Communication Anxiety in Taiwan's EFL Learning College Students' Oral Communication Strategy Use"

⁶ Mamoon Muhsin Alaraj, "EFL Speaking Acquisition: Identifying Problems, Suggesting Learning Strategies and Examining Their Effect on Students' Speaking Fluency" 4, no. 1 (2017): 3215–3221.

foreign language college students are terrified of being misunderstood by others so they are hesitant to speak English.

Given the preceding assertion, students must employ suitable learning strategies when studying a foreign language. Learning strategies are the strategies that students employ to improve their language acquisition. It enables students to increase their motivation, confidence, and learning ability.⁷ Students can learn passively and fail in school if they do not understand or use efficient learning strategies. Students understanding how to learn and how to apply what they have learned to use to succeed is the focus of learning strategies, which aim to increase their participation rate. Some strategies should be developed to increase student success, especially for English majors, as they need it in that field.⁸

Simultaneously, the students struggled by employing a variety of strategies. Students who learn to speak using the appropriate curriculum and strategies are expected to be proficient in general knowledge and English for the profession. They may prefer to learn English because they are given strategies that allow them to learn in a

⁷ Shi, H. (2017). "Learning Strategies and Classification in Education". *Institute for Learning Styles Journal*, 1(1), 24–36.

⁸ Syafryadin, "Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools" 9, no. 1 (2020): 34–47.

relaxed atmosphere.⁹ The differences in speaking learning strategies demonstrate that students employ a variety of strategies to become active speakers. Students always have their preferred strategies while learning to become proficient in a foreign language. The Strategies for Language Learning Inventory (SILL), developed by Oxford (2003), is a summary of various language learning strategies used by learners to aid language acquisition.¹⁰

Most of English foreign language students struggle to improve their speaking abilities yet remain unable to converse effectively in English. Since the major is English studies, students in the English Department should work on the four essential English skills, namely listening, speaking, reading, and writing. Few students in Indonesia can confidently speak English; most students can understand English texts, but they struggle to speak and communicate in English. The researcher selects fourth semester English Education Department students to collect data because they have been taught speaking from the first semester to the third semester, and they are basic speaking, intermediate speaking, and advanced speaking. Because the teaching and learning activities are in English, and the students will speak

⁹ Ari Prasetyaningrum, Zahratul Fikni, and Laila Wati, "English Foreign Language Students' Strategies in Overcoming Speaking Problems" 4, no. 1 (2020): 94–103.

¹⁰ Like Raskova Octaberlina et al., "An Investigation on the Speaking Constraints and Strategies Used by College Students Studying English as EFL Learners" 21, no. 9 (2022): 232–249.

English more, the researcher will conduct research on the speaking strategies they have employed to hone their speaking skills.

B. Reasons for Choosing the Topic

According to the researcher's experience, some of the English Education Department students at Walisongo State Islamic University Semarang have problems with their speaking skill. Furthermore, the researcher was currently enrolled in the English Education Department at Walisongo State Islamic University Semarang, making it simple and convenient to collect data from interviews. The researcher selects the fourth semester because they already have some experience for learning speaking in the first semester to the third semester in the class. Furthermore, English is tough for foreign language students to master, which is not their first or second language but foreign language. As a result, they must prepare their language skills, particularly their speaking skills, which are the most difficult to master, by employing the most appropriate speaking strategy for them.

The researcher also argues that research on speaking learning strategies is important because the research findings can help us understand how important the right learning strategies are for successful learning. This is because each student will speak in different ways due to differences in psychology, personality, biological aspects, and prior knowledge. Other learning strategies for

English competence, particularly speaking skills, can be influenced by this research.

C. Research Questions

Given that the exploratory foundation has been completed, the examination problem is as follows:

1. What language speaking learning strategies are used by fourth semester English Education Department students as students of English as a Foreign Language?

D. Objectives of the Study

This research aims to answer the following questions in relation to the previous research questions:

1. To explore the language speaking learning strategies applied by EFL students in the fourth semester of the English Language Education Department.

E. Scope and Limitation of the Study

The subjects and objects under investigation are the sole focus of the inquiry:

1. Subject: The fourth-semester students of English Language Education Department at Education and Teacher Training Faculty of UIN Walisongo Semarang in the Academic Year 2022/2023 became the study participants.

2. Object: Strategies for improving speaking skills through language learning strategies are the object of this study. The speaking strategies used by fourth-semester students of English Language Education Department at Education and Teacher Training Faculty of UIN Walisongo Semarang in the Academic Year 2022/2023 are explained in this study.

F. Significance of the Study

The results of this study are expected to provide benefits both theoretically and practically.

1. Teacher educators

Theoretically, teacher educators can expand the range of foreign language students' learning strategies in learning English, particularly focusing on speaking skills. To gain better student understanding, teacher educators can practically use their principles and expertise of learning processes. Teaching students how to speak effectively can profit from this research findings.

2. Students

Students theoretically understand various strategies for learning speaking skills to accelerate and improve comprehension. Students practically benefit from practicing the concepts they need to understand English learning to achieve satisfactory results. Students are able to speak more effectively after applying the strategies, and this study's findings can be used as extra

information to improve speaking abilities during the speaking learning process.

3. Other researchers

Theoretically, as a source of information or for comparison of various speaking skill development strategies. Practically, other researchers can use various learning strategies to practice, select, investigate, criticize and learn other aspects of the learning strategies. The study's findings can be used to perform research on the English Language Learning Process.

CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical reviews and previous research are discussed in this chapter.

A. Theoretical Review

1. Language Learning Strategy

Strategies for language learning are considered as important aspect of learning a second language; practitioners and researchers alike have recognized the importance of LLS in improving language acquisition.¹¹ Researchers have defined language acquisition strategies in various ways. Strategies, purposeful acts or procedures used by students to aid their learning and remember linguistic content and data.¹² In addition, these strategies are learners' precise steps to enhance their learning in ways that are faster, more efficient, easier, more independent, more enjoyable, and more adaptable to various contexts.¹³

¹¹ Akay C, Cingillioglu S., "An Investigation of Language Learning Strategies Used by University English Language Teaching Students in Bosnia and Herzegovina: Considering the Gender Variable". *International Journal of Educational Policy Research and Review*, 3(6) (2016): 98-103.

¹² Chamot AU, Kupper L, "Learning Strategies in Foreign Language Instruction". *Foreign Language Annals*, 22 (1989): 13-24.

¹³ Oxford RL, "*Language Learning Strategies: What Every Teacher Should Know*". New York: Newbury House (1990).

Language Learning Strategy also describes as the mental operations or stages that a learner takes to organize his or her efforts to learn a foreign language.¹⁴ These strategies also defined as behaviours that language students choose to promote communication and language learning.¹⁵ These strategies are acts or plans that learners utilize to develop their foreign language learning.¹⁶ Strategy use based on whether students prefer productive (writing and speaking) or receptive (reading and listening) language skills.¹⁷ However, across different skills, broad ways for developing skills such as vocabulary, grammar, and translation strategies are used. In addition, the learner's goals may have an impact on the strategies used for learning.

Learning strategies are mental activities ranging from answering questions to understanding them.¹⁸ Learning strategies is mechanism and techniques utilized consciously, simultaneously, and contextually to effectively respond to freshly received

¹⁴ Wenden, A., “*Learner Strategies for Learner Autonomy*”. Prentice Hall. (1991)

¹⁵ MacIntyre, P. D., “Toward a Social Psychological Model of Strategy Use”. *Foreign Language Annals*, 27 (2) (1994), 185–195. <https://doi.org/10.1111/j.1944-9720.1994.tb01201.x>

¹⁶ Embi, M. A., “*Language Learning Strategies: A Malaysian Context*”. Faculty of Education. (2000).

¹⁷ Cohen, A.D., Weaver, S.J., “*Styles and Strategies Based Instruction: A Teachers' Guide*”. University of Minnesota, Minneapolis, MN. (2006).

¹⁸ Gagné, R. M., “*The Conditions of Learning and Theory of Instruction*” (4th ed.). New York, NY: Holt, Rinehart & Winston. (1985).

information and obtain contemporary content.¹⁹ Learning strategies are personal cognitive processes that students follow while in the educational environment.²⁰ All LLSs contribute the important theory of self-directed, student-centered learning and accountability for self-directed learning. They clearly relate to learner independence, self-control, and self-governance.²¹

Diaries, think aloud techniques, investigations, and analysis are all ways to evaluate strategies. The best students use learning techniques appropriate to the subject, work and individual learning goals, prerequisites and stages. Although the connection between strategy application and competence is complicated, students with higher levels of skill appear to employ a broader range of techniques in a bigger variety of settings than students with lower levels of skill. Strategies are used by language learners of all levels, despite the fact that some or most students are unaware of the strategies they employ or the most effective ones.²²

¹⁹ Monereo, C., Castelló, M., Clariana, M., Palma, M., & Lluïsa Pérez, M., *Teaching Strategies in Education*. Barcelona: Editorial GRAO. (2001).

²⁰ Beltrán, J., *Processes, Strategies, and Learning Techniques*. Madrid: Síntesis. (1993)

²¹ Rose, H., *Language Learning Strategy Research: Where Do We Go from Here?*. Studies in Self Access Learning, 3(2), 137–148. (2012)

²² Chamot, A., & O'Malley, M., "Implementing the Cognitive Academic Language Learning Approach (CALLA)". In R. Oxford (Ed.), *Language Learning Strategies Around the World: Cross-Cultural Perspectives* (p. 167-173). Honolulu, University of Hawaii, Second Language Teaching and Curriculum Centre. (1996).

Some strategies are mental and cannot be directly witnessed, while others are behavioural.²³ Although Oxford (1990) defines LLS as a means of carrying out "distinct behaviours", other researchers have raised concerns whether these "distinct behaviours" can be considered learning strategies as Not all of them are easily visible. Strategies characterized as having a number of important characteristics, such as goals, learning situations, and emotional actions.²⁴

A clear understanding of the concept under investigation as well as its operational description is required to conduct research.²⁵ Ways or actions taken purposefully by learners to develop and arrange their own language learning is the definition of learning strategies.²⁶ The fact that this description focuses on what students do rather than what teachers do makes the construct a clearer target for research, which is one of its main characteristics. Moreover, the

²³ Ellis, Rod. *"The Study of Second Language Acquisition"*. Oxford: Oxford University Press. (2008).

²⁴ Macaro, Ernesto., "Strategies for Language Learning and for Language Use: Revising the Theoretical Framework." *Modern Language Journal* 90 (3) (2006): 320–337. <https://doi.org/10.1111/j.1540-4781.2006.00425.x>.

²⁵ Griffiths, Carol, and Rebecca L. Oxford. "The Twenty-First Century Landscape of Language Learning Strategies: Introduction to This Special Issue." *System: An International Journal of Educational Technology and Applied Linguistics* 43 (2014): 1–10. <https://doi.org/10.1016/j.system.2013.12.009>.

²⁶ Oxford, Rebecca L. et. al. "Experts' Personal Metaphors and Similes about Language Learning Strategies." *System: An International Journal of Educational Technology and Applied Linguistics* 43 (2014): 11–29. <https://doi.org/10.1016/j.system.2014.01.001>.

aspect of choice is important because it is what distinguishes strategies.²⁷

Consequently, the importance of these strategies for learning the target language is emphasized in this definition. Despite the fact that researchers have provided various definitions for these strategies, the conclusion that can be drawn is as follows: During the foreign language learning process, students intentionally use these strategies, i.e. procedures, techniques, steps, actions, or approaches.

2. Classification of Language Learning Strategy

The most current definitions of LLS based on six significant aspects of LLS: active personality, awareness, student choice of strategies, pursuit of objectives, learning management, and attention to learning. language learning strategies are referred to as activities actively elected by the learner in order to regulate his or her particular language acquisition.²⁸ For example, learning strategies are broken down into four categories: support strategies (such as influence, attitude, and motivation), processing strategies (such as choice, management, and clarification), and strategies for

²⁷ Cohen, Andrew D. “*Strategies in Learning and Using a Second Language*”. Harlow: Pearson Education. (2011)

²⁸ Griffiths, C., “*The Strategy Factor in Successful Language Learning*”. Bristol: Multilingual Matters. (2013).

knowledge personalisation (recovery and transfer of analytical and innovative thinking).²⁹

The Oxford categorization (1990), which was employed in this study, language acquisition strategies are classified into two categories: direct and indirect. Direct strategies aid learners in acquiring a foreign language directly, whereas indirect strategies support students in managing and supporting studying without the use of direct participation of the foreign language. Despite the fact that each classification has a particular focus, they balance and support one another when it comes to supporting students in learning a foreign language.³⁰ It differentiates between direct and indirect strategies and is further segmented, as illustrated in Figure 1 below.

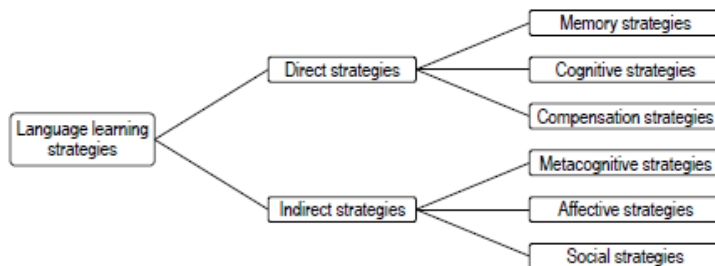


Figure 2. 1 Oxford's taxonomy, Oxford (1990,16)

²⁹ Beltran, J. A., "Concept, Development, and Current Trends of Instructional Psychology". In J. Beltran & C. Genovard (Eds (Eds), *Instructional Psychology* (p. 19–86). Madrid: Sintesis. (1996).

³⁰ Oxford, R. "Language Learning Strategies: What Every Teacher Should Know". Boston, MA: Heinle & Heinle. (1990).

a. Direct Strategies

Direct strategies consist of memory, cognitive and compensatory strategies.

1) *Memory strategies*

These serve a specific purpose: They assist pupils in storing new information and retrieving it when it is required for conversation. They represent immediate concepts that students find significant and personally relevant, such as putting items their proper place, creating connections, and outlining. Memory techniques are separated into four classes: making mental connections to help recall information; utilizing visuals and voices to initiate the memory retention developments; outlining to make it more likely that they will remember; and through the use of actions for those who learn best through kinesthetic or tactile strategies.³¹ "Making connections between new information and pupils' familiar stuff" and "employing flashcards on one side with a new term and an interpretation or additional data in contrast" are two examples of strategies that are classified as this category in the Inventory of Strategies for Oxford. Language Learning, also known as Oxford's SILL.

³¹ Oxford, R. "*Language Learning Strategies: What Every Teacher Should Know*". Boston, MA: Heinle & Heinle. Page 38-40. (1990).

2) *Cognitive strategies*

It is important to learn a completely new language. That includes repeating, evaluating expressions, and summarizing, all of which serve the same purpose: the learner manipulates or changes the target language. There are four categories of cognitive strategies: practices, which are necessary for learning; strategies for getting and delivering transmission, which include appreciation and creation; strategies for thinking and analysing which suggest that there is a type of mixed language known as interlanguage that exists someplace in the middle of the target language and the native language; and strategies for structuring the input and output requirement for learning.³² Students can use cognitive strategies to figure out the words definition by splitting them down into small parts that they can understand individually or by searching for patterns in the target language (Oxford's SILL).

3) *Compensatory strategies*

It gives students the ability to employ the contemporary language for production or comprehension despite limitations or deficiencies in grammatical repertoire, particularly vocabulary. They can be broken down into two

³² Oxford, R. "*Language Learning Strategies: What Every Teacher Should Know*". Boston, MA: Heinle & Heinle. Page 43-47. (1990).

groups: relying on assumptions learned while reading and listening, and overcoming limitations while writing and speaking. Students with these strategies can communicate more effectively than students with a greater vocabularies and greater understanding of language constructions.³³ This is an example of a compensatory strategy (Oxford's SILL) where learners assume the broad significance employing any clues uncovered, such as information from the substance or scenario.

b. Indirect Strategies

In contrast, there are three categories of indirect strategies (Oxford), which are as follows:

1) *Metacognitive strategies*

It also includes the ability to oversight one's own cognitive processes, behaviours that enable students to regulate their own cognition and coordinate their own learning processes can be defined.³⁴ Focusing, organizing, planning, and evaluating are among them. There are three types of strategies necessary for successful language learning: 1) strategies to concentrate and learn to focus one's

³³ Oxford, R. "*Language Learning Strategies: What Every Teacher Should Know*". Boston, MA: Heinle & Heinle. Page 47-51. (1990).

³⁴ White, Cynthia J., "*The Metacognitive Knowledge of Distance Learners*". Open Learning 14 (3) (1999): 37-46. <https://doi.org/10.1080/0268051990140306>.

consideration and power on a particular subject; (2) strategies to structure and organize learning efficiently and effectively to maximize language acquisition; (3) strategies of self-evaluation and self-monitoring to learn how to evaluate one's linguistic abilities.³⁵ A feature of these strategies is that learners are conscious of how they employ these strategies themselves.³⁶ According to Oxford's SILL, metacognitive strategies are used whenever students set explicit learning goals or organize their schedules to continue learning and practicing a new language.

2) *Affective strategies*

It discusses the influence of emotions, attitudes, motivation, and values on language instruction. The emotional aspects of the student is perhaps one of the greatest influencing factors of the accomplishment or deficiency of language learning.³⁷ People who learn well often understand how to regulate emotions to help them learn and retain information. There are three types of

³⁵ Yang, Chunmei., "A Study of Metacognitive Strategies Employed by English Listeners in an EFL Setting". *International Education Studies* 2 (4) (2009): 134–139. <https://doi.org/10.5539/ies.v2n4p134>.

³⁶ Pavičić Takač, Višnja., "*Vocabulary Learning Strategies and Foreign Language Acquisition*". Clevedon: Multilingual Matters. (2008).

³⁷ Oxford, R. "*Language Learning Strategies: What Every Teacher Should Know*". Boston, MA: Heinle & Heinle. Page 135-138, 140. (1990).

affective strategies: self-motivation strategies, worry minimization, and emotion temperature assessment. An affective strategy is for learners to strive to calm if they sense uncomfortable and encourage themselves to continue working tough on language acquisition (Oxford's SILL).

3) *Social strategies*

Language acquisition must involve others, according to the social strategy, which assumes that "language is a type of social interaction". Social interaction during this process is very beneficial for learners. Social strategies are classified as follows: 1) inquiring learners for interpretation, verification, or correction to guidance them understand the contracted significance; 2) ways of collaborating with other people; and 3) empathizing with others by fostering cultural awareness and recognizing others' perspectives and emotions.³⁸ An illustration of social strategies is when learners struggle together with other learners to practice, analysis, or exchange data (Oxford's SILL).

Based on the previous explanation, each strategy has a unique definition and purpose. The student's learning strategy determines whether it is a direct or indirect strategy. Online

³⁸ Oxford, R. "*Language Learning Strategies: What Every Teacher Should Know*". Boston, MA: Heinle & Heinle. Page 144-147. (1990).

interactions between educators and learners, learning and teaching become more effective.

3. Speaking Skill

Speaking is a productive oral ability that is the most difficult to coach due to its real-time nature.³⁹ For most people, perceiving a language is equivalent with being able to speak it because speech is the most fundamental form of human communication.⁴⁰ How learners perceive about their progress in language skills determines their success in language acquisition.⁴¹ speaking is an associated means of producing interpretation through the improvement, restoration, and clarifying of information.⁴² A study of contemporary literature on defining speaking revealed two basic ways to determine speaking: bottom-up and top-down strategies.⁴³

³⁹ Nunan, D. (ed.), *“Practical English Language Teaching”*. New York: McGraw-Hill. Press. (2003).

⁴⁰ Celce-Murcia, M. (ed.), *“Teaching English as a Second or Foreign Language”* (3rd Ed). Boston, MA: Heinle & Heinle. Page 103. (2003).

⁴¹ Karim Shabani and Arezu Ghodrati, “Iranian EFL Teachers’ Emotional Intelligence and Their Use of Speaking Strategies,” *Multidisciplinary Journal of Educational Research* 8, no. 2 (2018): 146–179.

⁴² Burns, A., & Joyce, H., *“Focus on Speaking”*. Sydney: National Centre for English Language Teaching and Research, Macquarie University. (1997).

⁴³ Emily John et al., “Language Learning Strategies Used by Form 4 Esl Learners to Develop Speaking Skills,” *International Journal of Academic Research in Business and Social Sciences* 11, no. 6 (2021).

Speaking skills are productive skills, which include the ability to turn the shape of thoughts or sentiments toward a meaningful shape of language sound, as well as the ability to maintain smooth and effective relationships with the social and work environments.⁴⁴ They also have to learn how to convey the language meaning depending on the situation in which they are speaking. Humans' ability to generate sounds and articulate their thoughts is known as speaking. Speaking is the formation of oral abilities that include systematic verbal speech constructs to express meaning.⁴⁵

Speaking is a skill that worth as much consideration as literary skills, whether in a first or second language.⁴⁶ It is a frequently evaluated student skill. It is also a means of achieving social teamwork, social standing, and competent improvement, and business. Speaking also described as a mode of conversation in which the proper delivery of what the speaker conveys is essential.⁴⁷ This indicates that speaking is more than just saying

⁴⁴ Laura Maloni Lingga, Reka Monika Simanjuntak, and Yenita Sembiring, "Students' Strategies in Learning Speaking Skills At SMP Nasrani 3 Medan," *Journal of Languages and Language Teaching* 8, no. 1 (2020): 91.

⁴⁵ Nunan, D. (ed.), "*Practical English Language Teaching*". New York: McGraw-Hill. Press. Page 48. (2003).

⁴⁶ Gate, M., "*Language Teaching: A Scheme for Teacher Education; Speaking*". Oxford: Oxford University Press. (2003).

⁴⁷ Jones, Rhodri., "*Speaking and Listening*". London: John Murray Publishers Ltd. (1989).

something, it is also about the meaning that is formed so that others can understand what we say. Brown adds that the process of meaning construction includes information production, information reception, and clarifying information.⁴⁸

Another professional define speaking as speaking is a deliberate action; it delivers an intent that the speaker wishes to achieve.⁴⁹ As a result, speaking is a talent of a person who speaks with passion for expression for a variety of causes. Speaking involves the existence of communication goals that must be accomplished, such as speakers wanting to convey their wishes and desires to take action, conciliate and deal certain problems, or develop and sustain social ties with others. Speaking is a complicated ability that demands the synchronized usage of a number of various skills that language learners must acquire in order to communicate their feelings and ideas effectively.⁵⁰

The act of expressing and conveying one's thoughts to others orally is known as speaking. Speech or utterance made with the purpose of being aware after the listener proceeds the speech so

⁴⁸ Florez, M. A. C., "*Communication Language Teaching: The State of Art*". *TESOL, Quarterly*. (1991).

⁴⁹ Levelt, W. J. M., "*Speaking: From Intention to Articulation*". MA: MIT Press. (1989).

⁵⁰ Ratna Sari Dewi, Umami Kultsum, and Ari Armadi, "Using Communicative Games in Improving Students' Speaking Skills," *English Language Teaching* 10, no. 1 (2016): 63.

that the speaker's purpose can be understood.⁵¹ Speaking also defined as the process of uttering spoken words and phrases to communicate with others. Learners must grasp not just how to generate linguistic competencies such as grammar, pronunciation, and vocabulary, but also sociolinguistic competencies such as when, why, and how to speak when they speak.⁵² Attentive listening demonstrates the speaker's ability to communicate effectively.⁵³

Writing and speaking are productive skills. Since it uses various stages to achieve the goal of interactive language use, it belongs to a genre of its own.⁵⁴ Voice is used in speech to convey meaning and facilitate conversation. This suggests that speaking is an associated communication process in which the speaker and interlocutor connect ideas for a specific purpose. Speaking is the progress of exchanging and enhancing feelings through oral and

⁵¹ Efrizal, D., "Improving Students' Speaking Through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia". *International Journal of Humanities and Social Science*, 2(20), 127-134. (2012).

⁵² Khorashadyzadeh, A., "Why to Use Short Stories in Speaking Classes?" *International Journal of Foreign Language Teaching in the Islamic World*, 2(1), 9-15. (2014).

⁵³ Mukminatus Zuhriyah, "Storytelling to Improve Students' Speaking Skill" 10, no. 1 (2017): 119-134.

⁵⁴ Martin, J. R., "Genre and Language Learning: A Social Semiotic Perspective". *Linguistics and Education*, 20, 10-21. (2009).

rhetorical communication in a various of circumstances.⁵⁵ The performance of speaking, or producing verbal sounds, encourages the listener to follow the message. It has intelligence and persuasion. Speaking requires putting words in a sequence.⁵⁶ Speaking involves more than just vocal sounds, it also requires an consciousness of the features of speaking, along with the general structure of speaking events that must be pursued in order, or called genres.⁵⁷

Speaking is an action that involves the usage of words to express one's minds aloud. Speaking is a crucial ability in every language, whether it is one's first or second language. The success of a language competency could be assessed through speaking. As a result, speaking is highly valued when learning a foreign language. In second or foreign language study, speaking is more commonly utilized and studied than other language skills such as writing, listening, and reading. People will notice the way a speaker speaks before they become aware of their reading, writing, or listening skills because speaking is a visible skill. As a result,

⁵⁵ Chaney, A. L., & Burk, T. L., “*Teaching Oral Communication in Grades k8*”. Boston: Allyn & Bacon. (1998).

⁵⁶ Harmer, J., “*How to Teach English*” (2nd ed.). London: Longman Press. (2002).

⁵⁷ Samad, I.A & Adnan, Z., “Using A Genre-Based Approach to Prepare Undergraduate Students for An English Thesis Defence Examination: An Experimental Study to Address the 'Pedagogical Controversy’”. *Linguistik Indonesia Journal*, vol 35 (1), 75-93. (2017).

second language learners must grasp vocabulary as well as sentence structure syntax, because speaking requires the use of precise words to explain thoughts.

The most intuitively crucial language ability appears to be speaking and people who understand a language are known as 'speakers' of that language, as though speaking encompassed all other types of knowledge, and many, if not the majority, of foreign language students are primarily concerned in learning to talk.⁵⁸ Language learning achievement is broadly defined as the speaking ability in the target language.⁵⁹ Therefore, speaking takes precedence over other language skills for language learners.⁶⁰

Humans are accustomed to speaking since they utilize it frequently in their daily lives. People generate 10 thousand words every day on average.⁶¹ People in various vocations that require speaking, such as salespeople, instructors, and promoters, produce more words than others. The goal of a speech is determined by the

⁵⁸ Ur, P., *"A Course in Language Teaching: Practice and Theory"*. Oxford: Oxford University Press. (1996).

⁵⁹ Nunan. D., *"Language Teaching Methodology: A Textbook for Teachers"*. New York: Prentice Hall. (1991).

⁶⁰ Bandar Mohammad Saeed Al-Sobhi and Abdul Shakour Preece, "Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions," *International Journal of Education and Literacy Studies* 6, no. 1 (2018): 1.

⁶¹ Thornbury.S., *"How to Teach Speaking"*. United States of America: Pearson. (2005).

speaker's own objectives. Second language learners should be mindful of numerous aspects of speech. Phonology is one of the components that second language learners struggle with because they already know all of the word pronunciations.⁶² There are several English terms that are not pronounced as they are spelt, which confuses students. Speech rate is an important aspect of speaking since speakers must know how fast they must talk in order for the utterance to be processed or emitted. New speakers should always receive interlocutors' evaluation regarding their speech to track their improvement. All of these variables combine to produce speaking a difficult skill to master, despite the fact that many people regard it as a necessary skill. People are motivated to master English fluently and properly because they want to speak with other people in actual time and keep associated eye-to-eye.⁶³

4. The Elements of Speaking

There are some aspects of a good speaker's interests and preferences for speaking skills, they are spiritual or social proceeding, which includes language processing, interaction, and information processing.

⁶² Nunan, D., "*Language Teaching Methodology: A Textbook for Teachers*". New York: Phoenix. (1995).

⁶³ Dalvinder Kaur and Azlina Abdul Aziz, "The Use of Language Game in Enhancing Students' Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 10, no. 12 (2020).

- a. *Language processing*: A skilled speaker must be capable to proceed the language in his mind and arrange it coherently to convey the intended meaning and make it understandable.
- b. *Interaction*: Majority of speaking engages interaction with others. This entails that good speaking also requires a lot of listening, knowing how others feel, and knowing how to take turns or delegate tasks linguistically.
- c. *Information processing*: We need to be able to understand the information others are receiving in addition to responding to their emotions. The longer it takes to deposit a penny, the less effective we are as rapid communicators. However, it should be noted that speakers of many other language communities do not recognize these immediate responses because they are so culturally different.⁶⁴

From this explanation, it can be concluded that in addition to speaking, they are able to express what and how they feel by learning linguistic aspects as well as spiritual or social processing, which are two aspects of language should be taken into account when trying to speak effectively. 1) capable to express what they are thinking and sensing, as well as recognize appropriate

⁶⁴ Harmer, J., “*The Practice of English Language Teaching*” (3rd ed.). Edinburgh: Longman. (2001).

expressions. 2) They are also able to clarify so that speakers and listeners don't make mistakes, and the most important thing is that they can compromise.⁶⁵ There are numerous elements of speaking involved as long as the activity of speaking occurs in interaction. Grammar, fluency, precision, vocabulary, and pronunciation are the most important aspects of communication in general.⁶⁶

- a. *Vocabulary*: terms with different meanings for each function. A term conveys the substance of an idea to avoid misunderstanding in speaking. It helps define anything, action or idea. A number of vocabularies forms an acceptable language.⁶⁷ Mastery of the vocabulary of a language is a key factor in comprehension.
- b. *Grammar*: It is comparable to strict written and spoken rules. Grammar is a set of systems about how words in a sentence should be organized and related to each other.⁶⁸ Grammar is also a set of regulations that can be used to

⁶⁵ Ratna Sari Dewi, Umami Kultsum, and Ari Armadi, "Using Communicative Games in Improving Students' Speaking Skills," *English Language Teaching* 10, no. 1 (2016): 63.

⁶⁶ Ahmad Bustari, Iskandar Abdul Samad, and Diana Achmad, "The Use of Podcasts in Improving Students' Speaking Skill," *JELE (Journal of English Language and Education)* 3, no. 2 (2017): 97.

⁶⁷ Horby, S., "*The Practice of English Language Teaching*". London: Longman Press. (1989).

⁶⁸ Brown, H. D., "*Teaching by Principles. An Interactive Approach to Language Pedagogy*". San Francisco: Longman Inc. (2000).

combine linguistic units and form the structure of a language.⁶⁹ The essential combination of etymological units helps a speaker or essayist in creating thoughts in his mind and makes it easier for one to compose correspondence in conveying messages both orally and in writing as hard copies.

- c. *Pronunciation*: this is the progress of correctly uttering a specific word. Whereas acceptable pronunciation is also an important component of speaking. Pronunciation is the unique vocal that requires great diction and has vocal qualities such as blast, articulation, sound organization, emphasis, and stress.⁷⁰ Pronunciation is important in speaking since it reveals information about what is being spoken. If the speaker mispronounces the pronunciation, the speaker will misinterpret while grasping the message. As a result, pronunciation is the process of producing acceptable and explicit grammatical words in language.
- d. *Fluency*: it refers to considerate how he or she declares thoughts without utilizing filler words ("um" and "ah") when conversing with others. Fluency is the scope to

⁶⁹ Al-Mekhlafi, A. M., & Nagaratnam, R. P., "Difficulties in Teaching and Learning Grammar in an EFL Context". *International Journal of Instruction*, 4(2), 69-92. (2011).

⁷⁰ Nation, I. S. P., & Newton, L. "*Teaching ESL/EFL*". New York: Routledge. (2009).

communicate at an adequate acceleration, fluently, and produce the accurate word without needing to consider too tough.⁷¹ In this scenario, fluency will boost confidence and communication skills. To be categorized as fluent speakers, we must exhibit the following characteristics delays can be extended but infrequent, and delays can occur at relevant transformation points.⁷²

- e. *Accuracy*: It cites to considerate words, being precise in structure and grammar, and greater capturing the content of linguistic communications without any erroneous sections, and not generating hesitation in interaction.⁷³ Clearly, good precision generates an impression of how one transmits a message to others.

Speaking demands the utilization of legitimate conversational equations, a decent capacity to convey the phonological parts of a language, an exceptional dominance of stress, and an adequate degree of familiarity.⁷⁴ An abundance of

⁷¹ Yingjie, Y., "The Development of Speaking Fluency: the 4/3/2 Technique for the EFL Learners in China". *International Journal of Research Studies in Language Learning*, 3(4), 55-70. (2014).

⁷² Thornbury.S., "*How to Teach Speaking*". United States of America: Pearson. (2005).

⁷³ Kusnierek, A., "Developing Students' Speaking Skill through Role-Play". *World Scientific News*, 1(2), 73-111. (2015).

⁷⁴ Nunan, D., "*Designing Tasks for The Communicative Classroom*". New York: Cambridge University Press. (1989).

these parts should be available while speaking, and the highlights of the talk should be successfully developed to keep away from wrong impressions.

Students should understand micro and macro speaking skills. Words, morphemes, phonemes, assemblies, and phrase components are all produced by micro talents.⁷⁵ This ability is shown at the sentence level which underlines the type of skills in constructing sentences. Macro-talents, on the other hand, refer to language speakers and emphasize more general aspects such as purpose, fluency, genre, coherence, communication, nonverbal communication, and critical decisions. In fact, these macro-abilities emphasize the communicative function of the speaker during communication.⁷⁶

5. The Problem of Speaking

Major challenges encountered by students include a lack of vocabulary, complex language structures, incorrect intonation and pronunciation, insufficient occasions to speak English, and insufficient language curriculum evolution.⁷⁷ Furthermore, the

⁷⁵ Brown, H. D., “*Language Assessment. Principles and Classroom Practices*”. New York: Longman. (2004).

⁷⁶ Ahmad Bustari, Iskandar Abdul Samad, and Diana Achmad, “The Use of Podcasts in Improving Students’ Speaking Skill,” *JELE (Journal of English Language and Education)* 3, no. 2 (2017): 97.

⁷⁷ Gan, Z., “Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong”. Australian

problem is thought to be rooted not just in the instructional strategies used by instructors to teach the four language skills of speaking, writing, listening, and reading.⁷⁸ It is considered that some of the issues stem from the learners, as they play a crucial part in the process of learning. The most essential aspect is that many learners when asked to speak in class, may deny due to anxiety, disgrace, and afraid of being false. Lack of confidence in learners is produced by an absence of planning and knowledge of the material's essentials. Language and non-language impact on speaking abilities.⁷⁹ Achievement could be discovered within oneself. One part of the process is the improvement of speaking skills in learners' language learning strategies.⁸⁰

Students consider speaking to be the most difficult talent to perfect since it necessitates preparation, such as understanding kind of topics to argue with classmates, how to begin, how to develop

Journal of Teacher Education, 37(1). (2012).
<https://doi.org/10.14221/ajte.2012v37n1.4>

⁷⁸ Haerazi, H., & Irawan, L., "The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy". *International Journal of Emerging Technologies in Learning (IJET)*, 15(01), pp. 61-76. (2020). doi: <http://dx.doi.org/10.3991/ijet.v15i01.11495>

⁷⁹ Aprianoto, & Haerazi, "Development and Assessment of an Interculture-Based Instrument Model in The Teaching of Speaking Skills". *Universal Journal of Educational Research* 7(12) pp. 2796-2805. (2019). DOI: <https://doi.org/10.13189/ujer.2019.071230>

⁸⁰ Laura Maloni Lingga, Reka Monika Simanjuntak, and Yenita Sembiring, "Students' Strategies in Learning Speaking Skills at Smp Nasrani 3 Medan," *Journal of Languages and Language Teaching* 8, no. 1 (2020): 91.

the conversation, and how to terminate the conversation or discussion in a pleasant way. Learners could demonstrate their speaking abilities through discussion activities.⁸¹ If learners could do all of that, they will have no trouble learning a new language, even if it is not our mother tongue or national language.⁸²

The learners' speaking challenges into four major categories: inhibitions, lack of ideas, low engagement, and the tendency of speaking in the mother tongue. Inhibition is a psychological phenomenon that hinders learners from speaking.⁸³ They are frequently terrified of other people's speaking power, making blunders in front of classmates or criticism, and losing face while speaking. Many other experts agree that when required to do speaking skills, students can feel stressed and nervous. Furthermore, most students are unaware of the strange or uninteresting speaking subjects that have been assigned. When learners are unsure whether what they are going to say is correct, they prefer silence or little engagement. Learners typically prefer to

⁸¹ Bohari, L., "Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya". *JOLLT Journal of Languages and Language Teaching*, 7(1), 68-81. (2020). DOI: <https://doi.org/10.33394/jollt.v7i1.1441>

⁸² Laura Maloni Lingga, Reka Monika Simanjuntak, and Yenita Sembiring, "Students' Strategies in Learning Speaking Skills at SMP Nasrani 3 Medan," *Journal of Languages and Language Teaching* 8, no. 1 (2020): 91.

⁸³ Ur, P., "A Course in Language Teaching: Practice and Theory". Oxford: Oxford University Press. (1996).

generate ideas in their first language and then convert what they thought into the foreign language.

According to certain study, psychological elements such as confidence, motivation, and anxiety have a direct impact on learners' speaking ability. In other hand, confident language learners who are interested, enthusiastic, and willing to participate in speaking activities would be more effective in learning to speak.⁸⁴ Meanwhile, learners who are too hesitant or under pressure to improve their English-speaking skills typically avoid expressing themselves in English. Another obvious difficulty is the unpleasant learning atmosphere, which might make learners feel uneasy about participating in speaking exercises. Creating a stimulating speaking environment provides students with additional opportunity to increase their motivation in speaking. As a result, excellent psychological health permits learners to use their verbal language more fluently.⁸⁵

B. Previous Studies

Many studies on language learning strategies have been undertaken. This demonstrates that Language Learning Strategy is an intriguing topic to investigate. On this occasion, the researcher would

⁸⁴ Othman, F. H. M. A. & Shuquair, K. M., "The Impact of Motivation on English Language Learning in The Gulf States". *International Journal of Higher Education*, 2(4), 123-130. (2013).

⁸⁵ Ngoc Boi Trinh and Duy Thuy Thi Pham, "Challenges in Speaking Classrooms among Non-English Majors," *Vietnam Journal of Education* 5, no. 2 (2021): 26–31.

like to analysis the following five sorts of past studies linked to the study:

The first preceding study was conducted by Emily John, Devandran Rangasamy, Dinesiriy Indiran, Evelyn Rita Adickalam, Saraswathy Kashinathan, Harwati Hashim, 2021, entitled Language Learning Strategies Used by Form 4 ESL Learners to Develop Speaking Skills. The respondents participated in this study were 60 Form 4 students who were selected from one of the researchers' school. There were 28 males and 32 females in the sample, 11 of the students were 17 years old as they had gone through the Remove Class and the other 49 students were 16 years old. The past study's goal was to 1) investigate the highly used language learning strategies among Form 4 ESL learners in improving their speaking skills; and 2) Investigate the minimally used language learning strategies among Form 4 ESL learners in improving their speaking skills. The findings of this study indicate that metacognitive strategy is the highly used LLS, while the memory related strategy is the minimally used LLS among upper secondary ESL learners in improving their speaking skills. These findings provide useful information for other researchers who are interested in analysing the language learning strategies used by students to improve their speaking skills. Previous studies and my own study, which was utilized the Strategies for Language Learning Inventory (SILL) to collect data (Oxford, 1990), are comparable. There are differences: this previous research focused on ESL students,

but my research concentrated on the language learning strategies in speaking skill of EFL students.⁸⁶

The second is the research conducted by Luis Lancho Perea, 2019, entitled *How Spanish Is Learnt Matters: University Students' Use of Language Learning Strategies*. The study was conducted with 61 students in the first year of Spanish beginners who started in 2014. The goal of this previous research was to explore how Spanish is learnt at a South African university by analysing students' self-reports on the use of language learning strategies. This research findings show that the most frequently used strategies as perceived by students were compensation and metacognitive strategies. However, the study only found a statistically significant positive correlation between the perceived use of metacognitive strategies and the final marks received in the beginners' course. Students who intended to continue studying Spanish also reported using statistically significantly more metacognitive strategies than those who eventually passed the beginners' course but did not continue. My study, which collected data from the Strategy Inventory for Language Learning (SILL) survey (Oxford, 1990), is comparable to this earlier research. Nevertheless, there are differences: my research focused on students' language learning strategies in speaking skill, but this previous study

⁸⁶ Emily John et al., "Language Learning Strategies Used by Form 4 ESL Learners to Develop Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 11, no. 6 (2021).

concentrated on the types of language learning strategies applied in the four skills (writing, reading, listening, and speaking).⁸⁷

The third previous study is a thesis by Dzakirul Anwar, 2019, entitled *Language Learning Speaking Strategies Used by Non-English Department Students (A Case Study at LSB UIN Walisongo in the Academic Year 2019/2020)*. This preliminary research aims to describe the learners' learning strategies at LSB UIN Walisongo, including their strengths and weaknesses. 1) Almost all strategies are employed by LSB UIN Walisongo learners, including Utilizing mental processes (cognitive strategies), compensating for lost knowledge (compensatory strategies), organizing and evaluating learning (metacognitive strategies), regulating self-emotions (affective strategies), and learning with others (social strategies) are all examples of memory strategies. 2) When students use the strategies, they learn a lot of new vocabulary, speak English fluently, understand how to pronounce words, and feel more comfortable speaking English. Students have advantages and disadvantages. They tend to ignore grammar while concentrating on their speech, which is why they have poor grammar. My own study, which focuses on oral learning strategies, is similar to the previous one. The instrument adopted to gather information, the 1990 Oxford Strategy Inventory for Language Learning (SILL) survey, is another similarity. In addition, this study

⁸⁷ Luis Lancho Perea, "How Spanish Is Learnt Matters: University Students' Use of Language Learning Strategies," *Language Matters Studies in the Languages of Africa*: 8195 (2019).

differs from mine in terms of subject. The subjects of my research were English majors, while the participants of this research were non-English majors.

The fourth study was conducted by Mamoon Muhsin Alaraj, 2017, entitled *EFL Speaking Acquisition: Identifying Problems, Suggesting Learning Strategies and Examining Their Effect on Students' Speaking Fluency*. This research participants were first-year learners from various faculties at Yarmouk University in Irbid, Jordan. The purpose of the previous study was twofold: first, to determine the most challenging EFL speaking difficulties faced by learners, as well as the most efficient strategies for acquiring speaking opportunities of those barriers, and second, to explore the effects of the advised strategies on the fluency of speaking. Lexis deficiency, lack of listening and practice, and emotional issues such as thinking in one's first language while learning English are the three main obstacles students face in acquiring EFL speaking skills, according to the findings of this study. My research on learning speaking strategies is similar to the previous study. The research variables, which include the two variables of learning strategies and speaking skills have other similarities. However, there are some contrasts. The first semester of a different faculty is the subject of this previous study, while the fourth semester of the English Education Department is the subject of this current research. The research design is another difference;

quantitative and qualitative mixed methods were used in this study, while qualitative methods were used in my study.⁸⁸

The last previous research is from Syafryadin, 2020, entitled *Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools*. Learners from 2 separate high schools in Indonesia were chosen for this previous research. This previous research sought to 1) discover the strategies and differences in the strategies used by students in speaking learning in two different schools at the identical level, and 2) regulate in case there are prominent distinctions in the strategies used by learners in those schools in speaking learning. The findings revealed that students from both schools employed both the same and different learning strategies. In both schools, the most prevalent strategies are learning arrangement and assessment, often known as metacognitive strategies in speaking learning. The differences in learning strategies occurred at the intermediate level in both schools, in order for school A to use all emotional progress, learning with others, recalling more adequately, and compensatory strategies for knowledge gap. Then, school B employs collaborative learning, compensating for knowledge gaps, employing all emotional progress, and recalling more adequately strategies. This past research is similar to my current study, which focuses on speaking learning strategies. Another commonality is in the

⁸⁸ Mamoon Muhsin Alaraj, "EFL Speaking Acquisition: Identifying Problems, Suggesting Learning Strategies and Examining Their Effect on Students' Speaking Fluency" 4, no. 1 (2017): 3215-3221.

research variables, specifically the two variables of learning strategies and speaking skills. Furthermore, it has some distinctions. The subjects of this study are two Indonesian schools, whereas the subjects of my research are university students majoring in English Education Department. Another distinction is that this study employs a quantitative descriptive approach, whereas my study employs a qualitative descriptive approach.⁸⁹

⁸⁹ Syafryadin, "Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools" 9, no. 1 (2020): 34–47.

CHAPTER III

RESEARCH METHOD

Research arrangement, kind and sources of data, population and samples, instruments, data collection methods, and data analysis methods are discussed in this chapter.

A. Research Design

Descriptive qualitative research is the name given to this type of research. Various kinds of research methods are referred to as descriptive methods because they all aim to describe conditions, events, or phenomena. To get representative data, the state of the research object must be natural. Research conclusions will be drawn from representative data.⁹⁰ This study employs a case study research. Case study research is a kind of qualitative research that focuses on explaining one or more examples in depth. Case study research is a broad and all-encompassing method to qualitative research. Case study researchers all have one thing in common: they label their subject of study a "case" and arrange their research efforts around that case study. Typically, the emphasis is on identifying the characteristics of one or more examples, explaining how the case or cases work, and addressing particular research questions regarding the

⁹⁰ Emmanuel J. Mason, and Bramble William J, *Understanding and Conducting Research*, 1998, page 37

case.⁹¹ The researcher did research in this study on the case of what the pupils' speaking learning strategies are. Researchers can use descriptive qualitative research to collect data and then evaluate it in order to gain in-depth understanding about students' speaking learning practices.

B. Data Sources

This study's data sources are interviews and questionnaires obtained from fourth-semester students of English Department students of UIN Walisongo in the academic year 2022/2023, consisting of 184 members, all of them are foreign language speakers. The students in this matter are learning English as a foreign language. The reason for selecting fourth semester students is that they have previously had some experience learning to speak in class from the first semester to the third semester. Furthermore, foreign language learners find it challenging to master English, which is not their first or second language, but rather a foreign language. As a result, students should practice their language skills, particularly their speaking ability, which is the hardest to master, by employing the most suitable speaking strategies for them.

The interviews were audio-recorded, transcribed afterward, and the transcripts were reviewed as soon as possible following each

⁹¹ R. Burke Johnson, Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches Fifth Edition*. 2014, United States of America: SAGE Publications, Inc., page 544.

interview. The Oxford Strategy Inventory for Language Learning (SILL) version 7.0 questionnaire was used to gather the data for the questionnaire. The SILL is formulated of fifty statements that are grouped into six categories: memory, cognitive, compensatory, metacognitive, affective, and social.

C. Subject of the Research

Participants in this study were students of fourth-semester English Department at UIN Walisongo in the academic year 2022/2023. There were total 32 students. Furthermore, the researcher chose six students to be interviewed. For this study, the researcher employs a purposive sampling. Purposive sampling, also known as judgmental sampling, is when a researcher tries to find people who have a certain trait in the population they are interested in. In short, purposive sampling is a non-random sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study.⁹² The characteristics of this research sampling are students who had completed the questionnaire distributed and taken from six students, each of whom uses a different strategy (memory, cognitive, compensation, metacognitive, affective, and social strategy) from the results of the previously filled out questionnaire.

⁹² R. Burke Johnson, Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches Fifth Edition*. 2014, United States of America: SAGE Publications, Inc., page 407.

D. Research Procedures

The researcher employed interviews, questionnaires, and documentation as study instruments. They were addressed to students of fourth-semester of the English Department at UIN Walisongo in the 2022/2023 academic year for questionnaires and interviews, inquiring some questions on their speaking strategies in learning English. The steps in performing the research are as follows:

1. Choosing a study subject, specifically students of fourth-semester English Department at UIN Walisongo in the academic year 2022/2023.
2. Permission is sought from participants to complete the questionnaire and be interviewed.
3. The researcher will distribute questionnaires after obtaining authorization. It is carried out to discover students' language speaking learning strategies and to comprehend students' features. To back up the material, the researcher conducted scientific validation by reading books and journals linked to the topic.
4. The researcher will interview six students who will represent the students as a whole.

E. Data Collection Technique

The procedures employed by researchers to physically get study data from research participants are referred to as data collection methods. The methods portion of the research report discusses the data collection procedures employed in a study.⁹³ The instruments used in this research are:

1. Questionnaire

Questionnaires are used by researchers to gather information about research participants' thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions. In other words, questionnaires are used by researchers to assess many types of characteristics.⁹⁴ The Strategy Inventory for Language Acquisition (SILL), developed by Oxford, forms the basis of the questionnaire employed in this research. It is a common tool for studying EFL students' language acquisition strategies. The SILL has been a major instrument in language learning systems research since its presentation in 1990; it has been used in many studies and translated into twenty languages. There are fifty items in the Strategies for Language Acquisition Inventory (SILL), which are

⁹³ R. Burke Johnson, Larry Christensen, *Educational research: Quantitative, Qualitative, and Mixed Approaches Fifth Edition*. 2014, United States of America: SAGE Publications, Inc., page 295.

⁹⁴ R. Burke Johnson, Larry Christensen, *Educational research: Quantitative, Qualitative, and Mixed Approaches Fifth Edition*. 2014, United States of America: SAGE Publications, Inc., page 231

categorized into 6 groups: memory, cognitive, compensation, metacognitive, affective, and social strategies are all kinds of strategies. Part A (1-9) is memory strategy; Part B (10-23) is cognitive strategy; Part C (24-29) is compensation strategy; Part D (30-38) is metacognitive strategy; Part E (39-44) is affective strategy; and lastly Part F (25-50) is social strategy. A five-point Likert scale representing each English language learning strategies is used to assess respondents' opinion (Oxford, 1990).⁹⁵ The SILL questionnaire's likert-scale alternatives are:

1. Means never true of me.
2. Means seldom true of me
3. Means somewhat true of me
4. Means frequently true of me
5. Means always true of me.

⁹⁵ Oxford, R. “*Language Learning Strategies: What Every Teacher Should Know*”. Boston, MA: Heinle & Heinle. (1990).

According to Oxford's classification of language acquisition processes (1990), the researcher categorized the findings.

Level	Interpretation	Score
High	Always true of me	4,5 – 5,0
	Frequently true of me	3,5 – 4,4
Medium	Somewhat true of me	2,5 – 3,4
Low	Seldom true of me	1,5 – 2,4
	Never true of me	1,0 – 1,4

Table 3. 1 Language Learning Strategies Level

2. Interview

An interview is a means of gathering information in which an interviewee also known as a research participant is questioned by an interviewer, someone who is working for the researcher. In other words, the interviewee relays information to the interviewer. In-person interviews are interviews conducted in person, while telephone interviews are interviews conducted over the phone.⁹⁶ During this interview, the researcher asked questions to check the language learning strategies questionnaire they had completed, as well as to determine the shortcomings and strengths of each

⁹⁶ R. Burke Johnson, Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches Fifth Edition*. 2014, United States of America: SAGE Publications, Inc., page 274

strategy. Before the informant interview, the researcher prepared a list of questions or other tools such as a notepad to record relevant data from the students.

3. Documentation

The documentation is offered alongside some documentation or data from research instruments, such as the findings of interviews, questionnaires, and observations, as well as other study-related concerns. Documents are any written or recorded material that is frequently employed for research objectives, for the reasons listed: a) Documents are a reliable source; b) They can be used as evidence for testing; c) They are appropriate for qualitative research due to their natural nature; d) They are not creative, so they are easy to find using content review techniques; and e) The results of content review will expedite conveniences to be more expandable to the body of knowledge of something under study.⁹⁷

F. Data Analysis Technique

Data analysis is the analytical search and arrangement of interview transcripts, field records, and other substances collected to enhance one's understanding of them and present what one has found to others. Data analysis is accomplished by arranging data, breaking it down into components, integrating, arranging into schemes,

⁹⁷ Lincoln, Yovana S; Guba, Egon., "*Naturalistic Inquiry*". Beverly Hills: Sage Publication. (2008).

determining which ones are essential and will be examined, and drawing conclusions that can be communicated to others.⁹⁸

1. Data from questionnaire

Questionnaires, interviews, and documentation constituted the data gathered by the research instruments. Calculating the participants' questionnaire results and assigning them to the SILL Profile of Results levels was the method used to analyse the data. By averaging the language acquisition strategies employed by each participant, the researcher determined the scope of the strategies applying the approach advised by the Oxford SILL Profile of Results. After that, the researcher added each factor to each column and sorted the results to get the average. The following formula was used by the researcher to organize the data analysis process⁹⁹:

a. Average formula of the students' questionnaire result

$$\text{Average} = \frac{\text{SUM (The result number of each strategies)}}{\text{Number of items}}$$

⁹⁸ Bogdan, Robert C & Sari Knopp Biklen., *“Qualitative Research for Education: An Introduction to Theory and Methods”*. Boston: Allyn and Bacon, Inc. (1992).

⁹⁹ Oxford, R. *“Language Learning Strategies: What Every Teacher Should Know”*. Boston, MA: Heinle & Heinle. Page 298. (1990).

- b. Overall average formula of the data for all the strategy results.

Overall Average =

$$\frac{(\text{SUM A} + \text{SUM B} + \text{SUM C} + \text{SUM D} + \text{SUM E} + \text{SUM F})}{50}$$

50

Oxford (1990)

- c. Percentage formula of student's language learning strategies.

$$P = \frac{f}{R} \times 100 \%$$

Note:

P = Percentage

f = Number of strategy

R = Number of respondent

Hatch and Farhadi (1982)

- d. Mean score formula as follows:

$$M = \frac{\sum fx}{N}$$

Note:

M = Mean score

Σ = Total score of the students

N = Number of the students

Heaton (1991)

- e. Drawing conclusion: To answer the study questions, the researcher presents a summary of the findings. If there is no convincing proof in the field, this conclusion will change. However, these conclusions will be credible if promoted by legitimate and consistent proof when researchers return to the field.

2. Data from interview

Analysis is divided into three concurrent streams of operations, they are 1) data reduction, 2) data display, and 3) conclusion drawing are the three streams.¹⁰⁰

1) Data Reduction

Data reduction requires data to be streamlined, picked for importance, simplified, and abstracted. In this way, there is a process of living in and living out in this reduction. That is, the selected data is living in, while the wasted (unused) data is living out. Through thorough selection, qualitative data can be simplified and changed in a variety of steps via data reduction. Through summary or brief description, grouping it into a larger pattern, and so forth.

¹⁰⁰ Miles Matthew B. Huberman Michael A., “*Qualitative Data Analysis: A Sourcebook of New Methods*”. Beverly Hills: Sage Publicatin. (2002).

2) Data Display

The display is a collection of organized data that allows for conclusions and action. It is easier to understand situations and make plans for future case based on what has been learned by displaying data.¹⁰¹ The next step is to classify learning strategies in accordance with specific features after collecting the necessary data. The principles of language learning strategies introduced by Rebecca Oxford are then used to analyse the data in the form of learning strategies.

3) Drawing Conclusions and Verification

Miles and Huberman stated that the third action in qualitative data analysis is conclusion drawing and verification. In order to draw conclusions, the data analysis process is extended by looking for a relationship between what is done (what), how it is done (how), why it is done that way (why), and how the results (how is the effect).¹⁰² In this scenario, the conclusion will consist of a summary of the language learning strategies employed by students of English Department, as well as the most commonly language learning strategies employed by pupils when learning speaking.

¹⁰¹ Miles Matthew B. Huberman Michael A., "*Qualitative Data Analysis: A Sourcebook of New Methods*". Beverly Hills: Sage Publicatin. (2002).

¹⁰² Miles Matthew B. Huberman Michael A., "*Qualitative Data Analysis: A Sourcebook of New Methods*". Beverly Hills: Sage Publicatin. (2002).

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

The study results and their discussion are presented in this chapter. The research issues are examined in relation to the findings. The findings of the analysis are also discussed in this chapter.

A. Result

Interviews and questionnaires serve as the basis for the findings of this report. Interviews were conducted to strengthen the responses to the questionnaires.

RQ 1: What are language learning speaking strategies applied by English Department Students as English Foreign Language students?

Questionnaire

Thirty-two fourth semester of English Education Department students at UIN Walisongo Semarang received a questionnaire from the researcher. Furthermore, the questionnaire provided fifty statements that is divided into six parts, they are memory, cognitive, compensation, metacognitive, affective, and social strategies. Here is the questionnaire result:

1. Part A (Memory Strategy)

From all the memory strategies above, the leading strategies chosen by 7 students with a percentage of 21,9% are I consider the connection between the new things I learn in English and what I already know and I incorporate new English words into sentences to help me recall them. Because there are four statements offered to students for memory strategies, the biggest percentage of students frequently employ statement one and two.

Learners were reported to use visual connection and imagery in enhancing their speaking performance. Learners who use these strategies store important thing they heard and read them in new language base. Memory strategies were least helpful for speaking skills in general. In memory strategies, learners create mental strategies, apply images and sound, review and employ action. Learners combine sounds and images in their memory and generate visual image of the new word when using these strategies. Therefore, there were only a few findings that mentioned memory strategies as the most frequently used strategies for speaking skills.

2. Part B (Cognitive Strategy)

The dominant strategies of questionnaire part B (cognitive strategies) chosen by 11 students with a proportion of 34,4% are I practice the English pronunciation and I watch TV shows or

movies that are spoken in English. Because there are fourteen statements offered to students in cognitive strategies, and the largest percentage that students frequently employ is statement three and six.

Learners that use cognitive strategies mimic other learners as a learning strategy. Learners also suggested that this strategy is related to language production limits. Learners also recognize the significance of speaking skills in putting what they have learned into practice. Aside from that, when studying speaking skills, students repeat sounds to improve their pronunciation. Learners employed cognitive strategies in rehearsing, receiving, and sending messages, as well as developing sentence structures by taking notes. Learners practice by repeating, practicing with sounds, and practicing naturally.

3. Part C (Compensation Strategy)

I utilize gestures when I can't think of a word during an English conversation., which was chosen by 11 students with a proportion of 34,4% is the dominant compensation strategy used (questionnaire part C). Because there are six statements offered to students in compensation strategies, and the largest percentage that students frequently employ is statement number two.

Compensation strategies acts as an alternative strategy in guiding learners to overcome difficulties in mastering the

language. When learners lost for words, they use gestures, mime, or synonym to get the message across. The findings indicated that learners were aware of their language limitations when they used compensation strategies in speaking.

4. Part D (Metacognitive Strategy)

From all the questionnaires of part D (metacognitive strategies) listed, the most common is When someone speaks English, I pay attentively, which was chosen by 15 students with a percentage of 46.9%. Because there are nine statement offered to students in metacognitive strategies, and the biggest proportion that students generally use is statement number three.

Learners become more self-sufficient when they use metacognitive strategies. When learners are in the learning process, they are also aware of the learning strategies that are being used. They were able to organize and plan their learning strategies, as well as self-assess their own performance. Language learners who are self-directed make good language learners. They may be able to help low achievers obtain greater results by recognizing them.

5. Part E (Affective Strategy)

The primary affective strategy (questionnaire part E) chosen by 8 students with a percentage of 25% is When I am terrified of utilizing English, I attempt to relax. Because there are

six statements offered to students in affective strategies, and the biggest percentage that students frequently use is statement number one. Affective strategies were less emphasized since less attention was given to emotional factors when learning English. In a supportive learning environment, learners learn better with help from successful learners.

6. Part F (Social Strategy)

From all the questionnaires of part F (social strategies) listed, the most popular is If I don't grasp something in English, I request the speaker to slow down or repeat it, which was picked by 11 students with a proportion of 34.4%. Because there are six statements offered to students in social strategies, and the biggest proportion that students frequently employ is statement number one. When using social strategies, learners seek for clarifications when practicing speaking skills from people who they trust. Learners who use social strategies are more outspoken as they find ways to practice the English language. Activities such as role play could be a good way to practice language in the classroom.

From all the result above, the mean score of overall strategies are shown in the table below:

No	The Strategies	Mean Scores	Level
1	Metacognitive Strategy	4,36	High
2	Compensation Strategy	4,10	High
3	Social Strategy	4,02	High
4	Cognitive Strategy	4,01	High
5	Memory Strategy	3,88	High
6	Affective Strategy	3,79	High

Table 4. 1 Frequency of the Learning Strategies Group

Based on table 4.1, students used metacognitive strategies the most when learning a new language, with a mean score of 4.36. The study shows that students of fourth-semester of English Education Department at UIN Walisongo Semarang are very good at everything they learn. When they learn English speaking, they usually use metacognitive strategies. Affective strategies were the least employed by the learners, with a mean high-level score of 3.79. The mean score for the group was 4.03.

According to the tables above, students mainly employed metacognitive strategies and continued by compensation, social, cognitive, memory, and affective strategies. The average scores were

used to determine the order of the strategies, which were then ranked from best to worst. According to the data of the Learning Strategies tables show that the majority of students apply indirect or metacognitive strategies over direct or affective strategies.

Learning centering (summarizing and connecting to familiar material, concentrate, and postponing speech output in order to concentrate on listening), evaluating learning (self-monitoring and self-evaluating), and organizing and arranging learning (seeking out about language learning, constructing, formulate targets and purposes, classifying the objective of language tasks, arranging language tasks, and looking for practice occasions) can be used to conclude that fourth-semester English Language Education Department students at UIN Walisongo Semarang can manage learning strategies effectively.

Interview

According to the results of the questionnaire, all strategies are at a high level. To strengthen the questionnaire, the researcher conducts interviews. The students utilized some strategies in learning each elements of speaking, as evidenced by interviews with six students, two of them whom were male and four of them whom were female. The researcher chose 6 students from the questionnaire responses using purposive sampling, so six students who had different strategies each are chosen. The goal was to find out how they apply their strategy in learning speaking of each element of speaking. The researcher interviewed interviewers from June 7th to June 11th, 2023.

From the interview, students' strategies in learning each element of speaking such as vocabulary, grammar, pronunciation, and fluency are described below:

1. Strategies in gaining more vocabularies

In the answers given by the students, there are several ways they use to acquire more vocabulary in the target language. Here is a summary and explanation of each response:

Student A states that they acquire new vocabulary by watching movies or listening to music. By being exposed to the language they are learning through these media, the student hopes to recognize and remember new vocabulary.

Student B mentions that whenever they come across an unknown word, they always write it down and look up its meaning on YouTube, Instagram, or other sources. By noting and researching the meanings of these words, the student aims to expand their target language vocabulary.

Student C expresses a preference for listening to music, watching movies, and reading novels. They make note of every new word encountered and translate it. By engaging with various forms of media and noting new vocabulary, the student strives to enhance their understanding and proficiency in the target language.

Student D says that they learn by watching English movies with subtitles and then writing down difficult words. By using this strategy, the student aims to expand their vocabulary and improve their listening comprehension in the target language.

Student E states that they learn from short videos from other countries that use English or by reading the comment section of those videos. By engaging with English-language sources from different countries, the student hopes to acquire new vocabulary and understand the use of language in different contexts.

Student F mentions that they read more in English and look up the meanings of unfamiliar words. When encountering new vocabulary, they write it down and try to remember it. By reading more in the target language and making an effort to understand and remember new vocabulary, the student aims to improve their English language skills.

Overall, the students employ different strategies to acquire new vocabulary in the target language. Some common strategies include watching movies, listening to music, reading novels, looking up the meanings of unknown words, and writing and remembering new vocabulary. By engaging with various media and using diverse techniques, the students strive to enrich their vocabulary in the target language.

2. Strategies in learning grammar

Based on the responses interview question, it can be summarized that the participants employ various strategies to improve their grammar skills. Here is a detailed explanation of each response:

Student A emphasizes the importance of studying diligently and practicing grammar in conversations. They understand that improving grammar requires effort and actively applying the rules in real-life situations. By dedicating time to studying grammar and using it in conversations, they aim to strengthen their understanding and fluency.

Student B described the strategy involves regular practice and study both at home and in the classroom with the guidance of a teacher. They recognize the significance of consistent effort in improving grammar skills. By regularly engaging in grammar exercises, studying relevant materials, and receiving feedback from their teacher, they aim to enhance their grammar proficiency.

Student C utilizes various resources to improve their grammar. They mention learning from YouTube videos, where they observe and memorize different grammar forms. Additionally, they re-read school materials and create examples related to the grammar concepts they learn. They also practice

through exercises that reinforce their understanding. By actively engaging with a mix of visual and textual resources, practicing, and applying grammar rules, they aim to internalize and strengthen their grasp of grammar.

Student D employs the use of technology to support their grammar learning. They mention using Quillbot, a grammar-checking tool, to verify the correctness of their written English. Additionally, they strive to remember the correct forms by actively practicing and reinforcing their understanding. By combining technology and focused practice, they aim to improve their accuracy in grammar usage.

Student E emphasizes the importance of enjoying the learning process and embracing mistakes as a natural part of language learning. They believe that making mistakes is an opportunity for growth and learning. By adopting a positive mindset, they approach grammar learning with enthusiasm and are willing to take risks. Their commitment to continuous learning, despite the possibility of making errors, contributes to their progress in grammar.

Student F employs multiple strategies to enhance their grammar skills. They mention doing grammar exercises, which provide focused practice and reinforcement of grammar rules. Additionally, they seek guidance from others, such as peers or mentors, who can provide insights and clarification. Moreover,

they recognize the significance of reading extensively in English, as exposure to written language helps internalize grammar structures and improve overall proficiency.

In summary, the students' strategies to improving grammar involve a combination of studying, practicing, utilizing resources, seeking guidance, and adopting a positive mindset. They acknowledge the need for consistent effort, engagement with various materials, and a willingness to make mistakes and learn from them. By employing these strategies, they strive to strengthen their grammar skills and become more proficient in the target language.

3. Strategies in enhancing pronunciation

Based on the responses to the interview, the researcher concludes that the participants employ various strategies to improve their pronunciation. Here is a detailed explanation of each response:

Student A mentions that they improve their pronunciation by actively listening to music and watching movies in English. By immersing themselves in audio-visual content, they are exposed to native speakers' pronunciation patterns and can learn to emulate them. This strategy helps them develop a better sense of the correct pronunciation of words and phrases.

Student B described the strategy involves regularly watching videos of native speakers on YouTube. By observing and listening to native speakers' pronunciation, they aim to develop a more accurate and natural pronunciation themselves. This strategy allows them to hear the correct intonation, rhythm, and articulation of words and phrases.

Student C emphasizes the effectiveness of watching series, particularly those with a British accent like *Bridgerton* and *Queen Charlotte*. They mention repeating every word they hear and practicing it in their English conversations. By actively engaging with the series and imitating the pronunciation of the characters, they aim to improve their pronunciation skills. This strategy not only helps them refine their pronunciation but also adds an entertaining aspect to their practice.

Student D mentions using the Duolingo app to improve their pronunciation. While the specific features or exercises they use are not mentioned, it can be inferred that the app provides pronunciation-focused resources. Through these resources, they can practice and refine their pronunciation skills, potentially through exercises that involve listening, repeating, and recording their own voice.

Student E learns from short videos created by individuals from different countries who use English. By exposing themselves to English spoken in various accents, they gain

exposure to different pronunciation patterns. Additionally, they mention reading the comment sections of these videos, which may provide insights into language use and pronunciation variations. By actively engaging with diverse sources of English spoken by non-native speakers, they aim to expand their understanding of pronunciation and develop a more flexible strategy to their own pronunciation.

Student F focuses on imitating conversations in movies or songs to improve their pronunciation. By mimicking the pronunciation of native speakers in these media forms, they aim to internalize the correct pronunciation patterns and develop a more natural-sounding pronunciation. They also mention utilizing technology resources, such as the voice features on Google Translate or the internet, to learn how to spell words correctly. By leveraging these resources, they ensure that their pronunciation aligns with accurate spelling and pronunciation conventions.

In summary, the participants employ a range of strategies to improve their pronunciation skills. These strategies include actively listening to music and watching movies, observing native speakers on YouTube, engaging with series to practice pronunciation, utilizing language learning apps, learning from videos and comments by non-native English speakers, imitating conversations in movies or songs, and utilizing technology

resources for pronunciation and spelling. By employing these strategies, they strive to enhance their pronunciation and sound more natural and fluent in the target language.

4. Strategies in fluency of speaking English

Based on the responses to the interview, it can be summarized that the students employ various strategies in practicing their fluency of speaking skills. Here is a detailed explanation of each response:

Student A mentions incorporating English vocabulary when conversing with friends as a way to practice speaking. By actively using English words and phrases in their everyday conversations, they aim to improve their fluency and expand their vocabulary. Additionally, they mention practicing speaking alone while riding a motorcycle. Although they acknowledge their speaking proficiency is lower compared to others, they actively seek opportunities to practice and improve their speaking skills.

Student B utilizes YouTube videos as a practice tool for speaking. They specifically mention watching vlogs or videos featuring native speakers and gradually attempting to follow the words and phrases used in those videos. By immersing themselves in authentic English content and imitating native speakers, they aim to improve their pronunciation, intonation, and overall speaking ability.

Student C adopts a comprehensive strategy to surround themselves with English. They set all their devices to English, ensuring constant exposure to the language. They also actively seek out English content on social media platforms, exposing themselves to a wide range of English materials. By immersing themselves in an English-speaking environment and consuming various forms of English media, they aim to improve their listening comprehension, vocabulary, and ultimately, their speaking skills.

Student D takes a creative strategy to speaking practice. They imagine themselves as an actor being interviewed in a movie and freely express their thoughts without worrying about grammar. By engaging in imaginative speaking exercises, they aim to develop their fluency, spontaneity, and confidence in speaking. This strategy encourages them to focus on conveying their ideas rather than being overly concerned with grammatical accuracy.

Student E practices speaking by watching movies or videos that use English. By immersing themselves in English-speaking media, they can observe and learn from native speakers' speech patterns, intonation, and vocabulary usage. This exposure helps them develop a more natural and authentic speaking style by emulating the language they hear in movies or videos.

Student F employs a multi-faceted strategy to practice their speaking skills. They actively engage in conversations with friends, practicing speaking on a daily basis. They also imitate conversations from movies or songs to further refine their speaking abilities and learn from native speakers' speech patterns. Additionally, they utilize technology resources, such as voice features on Google Translate or other applications, to ensure accurate spelling and pronunciation. Recording their own speech allows them to assess their progress and identify areas for improvement.

In summary, the students employ a range of strategies to practice their speaking skills. These strategies include incorporating English vocabulary in conversations, practicing alone or with friends, watching videos, immersing themselves in an English-speaking environment, utilizing imaginative speaking exercises, imitating conversations from movies or songs, utilizing technology for accuracy, and recording their own speech. By actively engaging in these practices, they aim to enhance their fluency, pronunciation, vocabulary, confidence, and overall proficiency in spoken English.

Despite the strategies mentioned by the students, of course there are some challenges in applying the strategies. In response to the interview, the students shared their personal struggles in their English-speaking journey.

Student A hesitated to speak English due to the fear of making mistakes. The fear of incorrect grammar usage held them back from expressing themselves confidently. However, they realized that to improve, they needed to confront their fear. Gradually, they started practicing speaking English more often, pushing themselves to engage in conversations and seeking feedback from teachers and peers. Over time, their confidence grew, and they realized that making mistakes was an essential part of the learning process.

For Student B, the main hurdle was the lack of vocabulary knowledge, which hindered their fluency in spoken English. Recognizing this, they embarked on a journey to expand their vocabulary. They dedicated themselves to reading extensively, watching English content, and actively learning new words. With persistent effort, their vocabulary grew, enabling them to express themselves more fluently and confidently.

Student C faced multifaceted challenges encompassing grammar, pronunciation, and tense usage. Speaking with correct grammar and remembering various tenses became a significant obstacle. To overcome these difficulties, they immersed themselves in grammar study, practiced pronunciation diligently, and revisited tense usage. Engaging in conversations with native speakers or language partners, and seeking guidance from teachers and resources, helped them refine their speaking skills and gain confidence in their grammatical accuracy.

Student D's struggle lay in their lack of confidence when speaking English, both inside and outside the classroom. Insecure about their language abilities, they hesitated to engage in conversations. However, they realized that building confidence was essential for progress. They pushed themselves to practice speaking English regularly, sought opportunities to interact in real-life situations, and sought constructive feedback. Gradually, their confidence grew, empowering them to express themselves more freely and effectively.

Student E recognized the importance of confidence in English speaking. While not explicitly mentioning any specific problems, their emphasis on confidence suggested a journey of self-assurance. By practicing speaking English regularly, engaging with native speakers or language partners, and celebrating small victories, they cultivated the confidence necessary to express themselves confidently.

Lastly, Student F acknowledged an array of challenges, such as a lack of general knowledge, speaking practice, fear of making mistakes, inadequate vocabulary and grammar practice, reading laziness, shyness, ineffective use of dictionaries, nervousness, fear of criticism, and difficulty pronouncing foreign words. Determined to overcome these obstacles, they adopted a systematic strategy to language learning. They committed themselves to regular reading, engaged in speaking activities, diligently practiced vocabulary and grammar, sought guidance from teachers and resources, developed a

growth mindset, and gradually pushed beyond their comfort zone. Through these concerted efforts, they addressed their challenges and made significant progress in their English-speaking skills.

In conclusion, the students bravely shared their personal struggles in their English-speaking journeys. Each student recognized their individual challenges, be it fear, vocabulary limitations, grammar complexities, lack of confidence, or multiple obstacles combined. Through consistent practice, perseverance, seeking guidance, and stepping out of their comfort zones, they managed to overcome these hurdles and develop their speaking skills. Their narratives serve as inspiration for others facing similar difficulties, emphasizing the importance of determination, resilience, and continuous improvement in becoming fluent and confident English speakers.

B. Discussion

The questionnaire is discussed in this section by the researcher and interview data reported in the findings. A full explanation follows.

The researcher explains the findings in light of the findings of the study with the topics include the learning strategies employed by fourth-year students in the English Language Education Department at UIN Walisongo Semarang to enhance their English-speaking skill. The researcher discusses the findings in relation to relevant Oxford theory in the discussion section.

There are two types of language acquisition strategies: both direct and indirect. While indirect strategies help students control and facilitate learning without direct participation in the foreign language, direct strategies assist learners in directly acquiring a foreign language. Direct strategies include memory, cognition, and compensatory strategies, whereas indirect strategies include metacognitive, affective, and social strategies.

The researcher investigated and characterized the various language learning strategies used by students to acquire English by using the SILL questionnaire. After that, the data was characterized using Oxford's theory. Based on the questionnaire results, the percentage of students using each learning strategy is shown in Appendix 1. Where metacognitive strategies accounted for 18.03 percent, compensation strategies 16.97 percent, social strategies 16.65 percent, cognitive strategies 16.61 percent, memory strategies 16.06 percent, and affective strategies 15.67 percent. This indicates that fourth-semester English Language Education students at UIN Walisongo Semarang academic year 2022/2023 will use metacognitive strategies most frequently.

Metacognitive strategies were found to be the most generally applied of the six categories and followed by compensation, social, cognitive, memory, and affective strategies. The manner in which metacognitive strategies were utilized was more regular than memory strategies in accordance with previous examinations (Oqab Alrashidi,

2022; Luis Lancho Perea, 2019; Katherine Livan Kehing, 2021; Syafryadin, 2020). According to Oxford (1990), students can organize, assess, monitor, and plan their learning process by utilizing metacognitive strategies.

Metacognitive strategies are employed by students to improve their language comprehension. Actions that enable students to arrange their own acknowledgment with the intention of organizing their own learning processes are referred to as metacognitive strategies, which implicate knowledge of one's comprehensive processes and the capability to manage them. Focusing, organizing, planning and evaluating are among them. These three types of strategies, which are necessary for successful language learning: 1) strategies for centering and concentrating one's learning so that one's focus and energy are concentrated on certain aspects; 2) strategies for organizing and executing learning efficiently to maximize the benefits of language acquisition; and 3) strategies for self-monitoring and self-evaluation of one's own language proficiency.¹⁰³ Learners' familiarity with the application of their own strategy is another component of this strategy. According to Oxford's SILL, a metacognitive strategy is one in which students set explicit learning goals or organize their goals to continue learning and practicing the new language.

¹⁰³ Luis Lancho Perea, "How Spanish Is Learnt Matters: University Students ' Use of Language Learning Strategies," *Language Matters Studies in the Languages of Africa* 8195 (2019).

Making a schedule for English-related activities, for example, is the first step for students who want to enhance their English fluency. Students' speaking capability will be evaluated in the next step to see how much they have improved since the previous step. By planning, focusing, monitoring and evaluating how well they have done, learners can use metacognitive strategies to organize their learning. In the second phase of foreign language learning, planning is an important metacognitive strategy.¹⁰⁴ Planning can be done in various ways, such as setting learning goals and objectives, according to Oxford theory.

Researchers discovered in the interview phase that all students stated that they applied each strategy with their own way. The students employ various strategies to acquire new vocabulary, improve grammar, enhance pronunciation, and practice their speaking skills in the target language. They use a combination of techniques such as watching movies, listening to music, reading novels, looking up unknown words, and actively writing down and remembering new vocabulary. They also engage with diverse media sources and utilize different resources, including YouTube, language learning apps, and technology tools for pronunciation and spelling. The students acknowledge the importance of consistent effort, engagement with various materials, seeking guidance, adopting a positive mindset, and

¹⁰⁴ Syafryadin, "Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools" 9, no. 1 (2020): 34–47.

embracing mistakes as part of the learning process. By employing these strategies, they strive to strengthen their language skills and become more proficient and fluent in their target language.

Learners must comprehend the significance of the learning strategies they apply as competent language learners. If the strategies they use to learn are suitable, they will be able to improve their skills. Students who use learning strategies can also be used in metacognitive strategies that work for them to become competent language learners by taking charge of their own learning and providing occasions to practice utilizing language both in and out of the classroom. Students will acquire knowledge by practicing collecting and addressing messages, analysing and consideration, and composing inputs and outputs. In addition to using cognitive strategies, they practice in conversation, practice formally with a sound system, and imitate native speakers of the target language or listen to something different from time to time. This is an strategy that uses language sounds (pronunciation or intonation) and repetition.

The research findings provide a respond to the question of the study from all this data: “what language speaking learning strategies are employed by foreign language students enrolled in the English Language Education department?”

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Metacognitive strategies were the most generally applied among the six types among the 32 participants in this study, followed by compensatory, social, cognitive, memory and affective strategies. The fact that metacognitive strategies are employed more generally than memory strategies is consistent with previous research (Oqab Alrashidi, 2022; Luis Lancho Perea, 2019; Katherine Livan Kehing, 2021; Syafryadin, 2020). This study reveals that fourth-semester of English Language Education Department in UIN Walisongo Semarang use learning strategies, both consciously and unconsciously, during the English learning process.

The objective of this research was to gain a deeper understanding of how pupils learn English. The results of the SILL questionnaire were classified according to Oxford theory, and interview answers were applied to identify the strategies employed and provide explanations. The total score, the percentage of each strategy, and the roundly average were revealed by the SILL questionnaire. In which case the amount number of memory strategies is 108,7 or 16,06%, cognitive strategies 112,4 or 16,61%, compensation strategies 114,8 or 16,97%, metacognitive strategies

122,0 or 18,03%, affective strategies 106,0 or 15,67%, and social strategies 112,7 or 16,65%.

All language learning speaking strategies of English Language Education students of fourth semester at UIN Walisongo Semarang academic year 2022/2023 were classified into high level. Metacognitive strategies received a mean score of 4.36; compensation strategies received a mean score of 4.10; social strategies received a mean score of 4.02; cognitive strategies received a mean score of 4.01; memory strategies received a mean score of 3.88; and affective strategies received a mean score of 3.79.

The students employ diverse strategies to acquire vocabulary, improve grammar, enhance pronunciation, and practice speaking skills. They use techniques like watching movies, listening to music, reading, looking up words, and actively writing down and remembering new vocabulary. They engage with various media, utilize resources, seek guidance, adopt a positive mindset, and embrace mistakes to strengthen their language skills and become more proficient.

The findings of this study are important for lecturers to know in order to plan and implement the curriculum, understand the English learning strategies employed by students in the English Education Department, and design effective EFL teaching and learning activities. There are still some unanswered questions, such as what factors influence how learning strategies are used. This requires additional

research on how learners of distinct mother tongues utilize learning strategies differently. To determine whether EFL students' mother tongue affects their choice of learning strategies or their English proficiency, additional research is needed.

B. Suggestion

The researcher would like to provide some recommendations based on the results. Although students in the English Language Education Department in the fourth semester of UIN Walisongo Semarang usually use metacognitive strategies, it would be better for them to understand the nature and purpose of each language strategy before proceeding to a higher level because each language learning strategy has its own way of making it easier, faster, more fun, independent, and adaptable to different situations. The strategy that works best for each student can then be used.

Ideally, this research will make students more interested and imaginative, and practice their English by integrating extra English learning procedures into their learning process. In addition, it is possible that this research results will inspire future researchers to conduct more in-depth research and think more critically to find elements that having the ability to raise the standard of education. In addition, future academics should investigate the ways in which speaking, writing, reading and listening all contribute to language acquisition. Another idea is for other researchers to look at the advantages and disadvantages of other learning strategies or extensive

metacognitive strategies to allow pupils to learn about the advantages and disadvantages of each strategy they use in the learning process. Lastly, the researcher argues that readers will benefit from all the research findings, recommendations, and conclusions.

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APPENDICES

Appendix 1

A. Questionnaire

Strategy Inventory for language learning (SILL) version 7.0
(ESL/EFL) (Oxford, 1990)

Part	Question Statement
A	<ol style="list-style-type: none">1. I consider the connections between what I already know and what I am learning in English.2. To help me recall new English words, I use them in sentences.3. To assist me remember a new English term, I associate the sound of the word with an image or picture of the word.4. I recall a new English word by visualizing a context in which it might be employed.5. Rhymes help me recall new English words.6. To help me recall new English terms, I use flashcards.7. I practice new English words by physically acting them out.8. I review English lessons often.

9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

-
- B
10. I say or write new English words several times.
 11. I try to talk like native English speakers.
 12. I practice the sounds of English.
 13. I use the English words I know in different ways.
 14. I start conversations in English.
 15. I watch English language TV shows spoken in English or go to movies spoken in English.
 16. I read for pleasure in English.
 17. I write notes, messages, letters, or reports in English.
 18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
 19. I look for words in my own language that are similar to new words in English.
 20. I try to find patterns in English.
 21. I find the meaning of an English word by dividing it into parts that I understand.

22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

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- C
24. To understand unfamiliar words, I make guesses.
 25. When I can't think of a word during a conversation in English, I use gestures.
 26. I make up new words if I don't know the right ones in English.
 27. I read English without looking up every new word.
 28. I try to guess what the other person will say next in English.
 29. If I can't think of an English word, I use a word or phrase that means the same thing.

-
- D
30. I try to find as many ways as I can to use my English.
 31. I notice my English mistakes and use that information to help me do better.
 32. I pay attention when someone is speaking English.
 33. I try to find out how to be a better learner of English.
 34. I plan my schedule so I will have enough time to study

English.

- 35. I look for people I can talk to in English.
- 36. I look for opportunities to read as much as possible in English.
- 37. I have clear goals for improving my English skills.
- 38. I think about my progress in learning English.

-
- E
- 39. I try to relax whenever I feel afraid of using English.
 - 40. I encourage myself to speak English even when I am afraid of making mistakes.
 - 41. I give myself a reward or treat when I do well in English.
 - 42. I notice if I am tense or nervous when I am studying or using English.
 - 43. I write down my feelings in a language learning diary.
 - 44. I talk to someone else about how I feel when I am learning English.

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- F
- 45. If I don't understand something in English, I ask the other person to slow down or say it again.
 - 46. I ask English speakers to correct me when I talk.

47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

Note:

A = Memory Strategy

B = Cognitive Strategy

C = Compensation Strategy

D = Metacognitive Strategy

E = Affective Strategy

F = Social Strategy

B. Questionnaire Result

Part A (Memory Strategy)

Question	1 (never)	2 (seldom)	3 (somewhat)	4 (frequently)	5 (always)	Total
1. I consider connections between what I already know and what I am learning in English.	0 (0%)	1 (3,1%)	11 (34,4%)	13 (40,6%)	7 (21,9%)	32 (100%)
2. To help me recall new English words, I use them in sentences.	0 (0%)	2 (6,3%)	13 (40,6%)	10 (31,3%)	7 (21,9%)	32 (100%)
3. To assist me remember a new English term, I associate the sound of the word with an image or picture of the word.	0 (0%)	3 (9,4%)	9 (28,1%)	14 (43,8%)	6 (18,8%)	32 (100%)

4. I recall a new English word by visualizing a context in which it might be employed.	0 (0%)	6 (18,8%)	13 (40,6%)	10 (31,3%)	3 (9,4%)	32 (100%)
5. Rhymes help me recall new English words.	2 (6,3%)	2 (6,3%)	19 (59,4%)	8 (25%)	1 (3,1%)	32 (100%)
6. To help me recall new English terms, I use flashcards.	2 (6,3%)	10 (31,3%)	14 (43,8%)	4 (12,5%)	2 (6,3%)	32 (100%)
7. I practice new English words by physically acting them out.	0 (0%)	5 (15,6%)	14 (43,8%)	10 (31,3%)	3 (9,4%)	32 (100%)
8. I review English lessons often.	1 (3,1%)	7 (21,9%)	16 (50%)	6 (18,8%)	2 (6,3%)	32 (100%)
9. I remember new English words or phrases by remembering	1 (3,1%)	6 (18,8%)	10 (31,3%)	13 (40,6%)	2 (6,3%)	32 (100%)

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Part B (Cognitive Strategy)

Question	1 (never)	2 (seldom)	3 (somewhat)	4 (frequently)	5 (always)	Total
1. I say or write new English words several times.	1 (3,1%)	4 (12,5%)	8 (25%)	12 (37,5%)	7 (21,9%)	32 (100%)
2. I try to talk like native English speakers.	1 (3,1%)	4 (12,5%)	12 (37,5%)	7 (21,9%)	8 (25%)	32 (100%)
3. I practice the sounds of English.	0 (0%)	1 (3,1%)	9 (28,1%)	11 (34,4%)	11 (34,4%)	32 (100%)
4. I use the English words I know in different ways.	1 (3,1%)	2 (6,3%)	12 (37,5%)	13 (40,6%)	4 (12,5%)	32 (100%)

5. I start conversation in English.	2 (6,3%)	7 (21,9%)	9 (28,1%)	9 (28,1%)	5 (15,6%)	32 (100%)
6. I watch English language TV shows spoken in English or go to movies spoken in English.	1 (3,1%)	2 (6,3%)	10 (31,3%)	8 (25%)	11 (34,4%)	32 (100%)
7. I read for pleasure in English.	0 (0%)	4 (12,5%)	11 (34,4%)	12 (37,5%)	5 (15,6%)	32 (100%)
8. I write notes, messages, letters, or reports in English.	0 (0%)	6 (18,8%)	17 (53,1%)	5 (15,6%)	4 (12,5%)	32 (100%)
9. I first skim an English passage (read over the passage quickly) then go back and read carefully.	0 (0%)	3 (9,4%)	12 (37,5%)	13 (40,6%)	4 (12,5%)	32 (100%)

10. I look for words in my own language that are similar to new words in English.	0 (0%)	1 (3,1%)	12 (37,5%)	11 (34,4%)	8 (25%)	32 (100%)
11. I try to find patterns in English.	0 (0%)	3 (9,4%)	18 (56,3%)	10 (31,1%)	1 (3,1%)	32 (100%)
12. I find the meaning of an English word by dividing it into parts that I understand.	1 (3,1%)	3 (9,4%)	13 (40,6%)	10 (31,3%)	5 (15,6%)	32 (100%)
13. I try not to translate word-for-word.	2 (6,3%)	7 (21,9%)	7 (21,9%)	8 (25%)	8 (25%)	32 (100%)
14. I make summaries of information that I hear or read in English.	0 (0%)	9 (28,1%)	14 (43,8%)	6 (18,8%)	3 (9,4%)	32 (100%)

Part C (Compensation Strategy)

Question	1 (never)	2 (seldom)	3 (somewhat)	4 (frequently)	5 (always)	Total
1. To understand unfamiliar words, I make guesses.	0 (0%)	3 (9,4%)	10 (31,3%)	13 (40,6%)	6 (18,8%)	32 (100%)
2. When I can't think of a word during a conversation in English, I use gestures.	2 (6,3%)	3 (9,4%)	7 (21,9%)	9 (28,1%)	11 (34,4%)	32 (100%)
3. I make up new words if I don't know the right ones in English.	1 (3,1%)	5 (15,6%)	8 (25%)	12 (37,5%)	6 (18,8%)	32 (100%)
4. I read English without looking up new words.	1 (3,1%)	4 (12,5%)	13 (40,6%)	11 (34,4%)	3 (9,4%)	32 (100%)
5. Try to guess what the other person will say next in English.	2 (6,3%)	4 (12,5%)	12 (37,5%)	8 (25%)	6 (18,8%)	32 (100%)

6. If I can't think of an English word, I use a word or phrase that means the same thing.	0 (0%)	3 (9,4%)	6 (18,8%)	16 (50%)	7 (21,9%)	32 (100%)
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Part D (Metacognitive Strategy)

Question	1 (never)	2 (seldom)	3 (somewhat)	4 (frequently)	5 (always)	Total
1. I try to find as many ways as I can to use my English.	0 (0%)	2 (6,3%)	10 (31,3%)	12 (37,5%)	8 (25%)	32 (100%)
2. I notice my English mistakes and use that information to help me do better.	1 (3,1%)	1 (3,1%)	10 (31,3%)	11 (34,4%)	9 (28,1%)	32 (100%)
3. I pay attention when someone is speaking English.	0 (0%)	0 (0%)	7 (21,9%)	10 (31,3%)	15 (46,9%)	32 (100%)

4. I try to find out how to be a better learner of English.	0 (0%)	1 (3,1%)	7 (21,9%)	12 (37,5%)	12 (37,5%)	32 (100%)
5. I plan my schedule so I will have enough time to study English.	1 (3,1%)	6 (18,8%)	11 (34,4%)	8 (25%)	6 (18,8%)	32 (100%)
6. I look for people I can talk to in English.	1 (3,1%)	3 (9,4%)	8 (25%)	12 (37,5%)	8 (25%)	32 (100%)
7. I look for opportunities to read as much as possible in English.	0 (0%)	3 (9,4%)	13 (40,6%)	12 (37,5%)	4 (12,5%)	32 (100%)
8. I have clear goals for improving my English skills.	0 (0%)	3 (9,4%)	9 (28,1%)	14 (43,8%)	6 (18,8%)	32 (100%)
9. I think about my progress in learning English.	0 (0%)	2 (6,3%)	7 (21,9%)	12 (37,5%)	11 (34,4%)	32 (100%)

Part E (Affective Strategy)

Question	1 (never)	2 (seldom)	3 (somewhat)	4 (frequently)	5 (always)	Total
1. I try to relax whenever I feel afraid of using English.	1 (3,1%)	4 (12,5%)	6 (18,8%)	13 (40,6%)	8 (25%)	32 (100%)
2. I encourage myself to speak English even when I am afraid of making mistakes.	2 (6,3%)	0 (0%)	14 (43,8%)	9 (28,1%)	7 (21,9%)	32 (100%)
3. I give myself a reward or treat when I do well in English.	2 (6,3%)	8 (25%)	10 (31,3%)	7 (21,9%)	5 (15,6%)	32 (100%)
4. I am tense or nervous when I am studying or using English.	1 (3,1%)	3 (9,4%)	9 (28,1%)	12 (37,5%)	7 (21,9%)	32 (100%)
5. I write down my feelings in a diary.	7 (21,9%)	9 (28,1%)	6 (18,8%)	4 (12,5%)	6 (18,8%)	32 (100%)

6. I talk to someone else about how I feel when I am learning English.	5 (15,6%)	8 (25%)	7 (21,9%)	7 (21,9%)	5 (15,6%)	32 (100%)
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Part F (Social Strategy)

Question	1 (never)	2 (seldom)	3 (somewhat)	4 (frequently)	5 (always)	Total
1. If I don't understand, I ask the other person to slow down or say it again.	0 (0%)	3 (9,4%)	7 (21,9%)	11 (34,4%)	11 (34,4%)	32 (100%)
2. I ask English speakers to correct me when I talk.	1 (3,1%)	5 (15,6%)	12 (37,5%)	6 (18,8%)	8 (25%)	32 (100%)
3. I practice English with other students.	0 (0%)	1 (3,1%)	15 (46,9%)	11 (34,4%)	5 (15,6%)	32 (100%)
4. I ask for help from English speakers.	2 (6,3%)	4 (12,5%)	13 (40,6%)	9 (28,1%)	4 (12,5%)	32 (100%)

5. I ask questions in English.	2 (6,3%)	4 (12,5%)	13 (40,6%)	8 (25%)	5 (15,6%)	32 (100%)
6. I try to learn about the culture of English speakers.	2 (6,3%)	3 (9,4%)	10 (31,3%)	11 (34,4%)	6 (18,8%)	32 (100%)

Mean and Percentage Result

Student	A	B	C	D	E	F	Total
1	4,7	4,0	2,8	3,8	3,0	3,7	21,9
2	4,1	3,9	4,2	4,3	4,3	4,5	25,4
3	2,9	3,4	3,7	3,6	1,3	2,8	17,7
4	3,1	3,2	3,2	3,2	3,0	3,2	18,9
5	3,0	3,0	2,7	4,0	3,2	3,7	19,5
6	2,6	3,4	3,3	3,0	3,0	1,8	17,2
7	3,6	3,9	3,5	3,7	3,8	4,0	22,5
8	3,1	2,9	3,0	3,0	3,0	3,0	18,0
9	4,6	4,7	5,0	5,0	4,7	4,5	28,4
10	3,7	2,6	3,0	4,4	3,2	3,0	19,9
11	2,7	2,6	2,8	2,7	2,8	3,3	17,0
12	3,2	3,1	3,7	3,9	2,7	2,7	19,3

13	3,2	3,6	4,0	4,1	3,3	3,5	21,7
14	3,0	3,4	4,0	3,3	2,8	4,2	20,7
15	3,8	4,2	4,2	4,2	4,8	4,3	25,5
16	4,4	4,2	2,8	3,8	3,5	3,8	22,6
17	3,1	3,1	3,3	3,2	3,0	2,8	18,6
18	3,0	4,2	4,7	4,7	4,5	4,2	25,2
19	4,0	3,7	3,7	4,9	3,8	4,7	24,8
20	3,8	3,1	4,2	4,0	3,5	4,0	22,5
21	2,9	2,9	2,7	2,9	2,3	2,8	16,5
22	3,1	3,2	3,3	3,7	3,7	4,0	21,0
23	3,0	2,8	3,5	3,6	2,5	3,2	18,5
24	3,7	3,2	3,7	4,0	2,8	3,5	20,9
25	3,4	3,2	3,3	3,3	2,8	3,3	19,5
26	2,9	3,7	3,3	2,7	3,2	3,3	19,1
27	3,0	4,6	4,8	5,0	4,0	5,0	26,4
28	3,0	3,3	2,8	3,6	3,3	3,3	19,3
29	4,3	3,8	4,0	4,3	4,0	4,0	24,5
30	3,1	3,7	2,8	3,4	3,2	2,8	19,1
31	3,3	4,0	4,5	4,7	3,8	3,0	23,3
32	3,4	3,6	4,3	4,1	3,0	2,7	21,1

Total	108,7	112,4	114,8	122,0	106,0	112,7	676,5
Average	3,88	4,01	4,10	4,36	3,79	4,02	24,2
%	16,06%	16,61%	16,97%	18,03%	15,67%	16,65%	100%

Appendix 2

A. Interview Question

No.	Question
1	What steps do you take to increase your speaking fluency?
2	What challenges do you have as an English major learning speaking? And how do you deal with such issues?
3	Which of the problems mentioned is the most difficult to solve?
4	How do you enhance your pronunciation?
5	How do you broaden your vocabulary?
6	How do you work on your grammar?

B. Interview Transcript

No.	Transcript
1	<p>Q: What steps do you take to increase your speaking fluency?</p> <p>Student A: “Some of the things that I have done are trying to use/incorporate English vocabulary when talking to my friends, other way I have also talked alone on the road while riding a motorcycle to practice my speaking which I admit is very low compared to other friends.”</p>

Student B: “To improve my ability to speak English, I often practice with you tube, there I often look for vlogs or videos from native speakers, then I slowly start to follow the words they usually say.”

Student C: “First of all, I’ll be surrounding myself with English, from the basic thing, like set all of my devices into English, and trying to find some English contents from any social media as much as I can.”

Student D: “I usually doing speaking practice by imagining if I being an actor on a movie who had been interviewed, I never mind what grammar do I use, I just talk what I just want to talk.”

Student E: “By watching some movies or video that using English.”

Student F: “First, I ventured to talk to friends, practice every day, imitating conversations in movies or songs, learn how to spell correctly through technology, such as voice features on Google translate or applications, then record it.”

2 Q: What challenges do you have as an English major learning speaking? And how do you deal with such issues?

Student A: “One of the problems is my fear to dare to speak English because I am afraid that the arrangement of the language I speak is wrong, the way to overcome it so far is to strengthen my heart and mentality to dare to try to speak English when with friends, and choose to speak English with friends who do not judge our speech when it is wrong.”

Student B: “The problem that I often face in speaking is the lack of vocabulary knowledge, so I can’t speak English fluently. Then to solve this problem, I often watch native speakers’ videos with subtitles turned on, then I look for translations of difficult words into Indonesian.”

Student C: “As an English student, I’m facing a lot of problems from any aspects, grammar, pronunciation, etc. especially for speaking with correct grammatical, forgetting all of the tenses is such a big issue for me, nevertheless grammar isn’t quite important for daily conversation, so to avoid that I always get used to listen more of English. I take advantages from social media and any other technology to improve my English.”

Student D: “The problem I face is related to the confidence. I pretty often feel insecure when speaking English both in class or outside the class. The way I encounter the problem is I am trying to talk to my friend using English as much as I can.”

Student E: “Confident to speak using English. Who to encounter? Just look for some friend that have a same interest in learning English.”

Student F: “Sometimes I feel that I have lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of

criticism, and unfamiliar words pronunciation. To overcome this, I usually prefer to practice alone when it's quiet and I rarely hear people, practice with close friends and find out how to spell a word first when I don't know how to spelling it via the internet. After finding out the truth of our spelling, I feel more confident to speak in front of many people.”

3 Q: Which of the problems mentioned is the most difficult to solve?

Student A: “People's fears and judgments about my not fluent speaking.”

Student B: “Understand English grammar, and also fluency in speaking.”

Student C: “In my opinion and based on my problem, I think speaking in English by well/ grammatically corrected, such a hard thing to do, because first, it's hard to practice it 'caused by our environment that didn't help us to speak in English, and also a less ability of speaking skill.”

Student D: “Speaking skill, because it needs enough confidence to able to do it.”

Student E: “Confident”

Student F: “Lack of vocabulary and not confident to speak”

4 Q: How do you enhance your pronunciation?

Student A: “I do listening music, watching movie that use English, its help a lot.”

Student B: “Often watch native speakers on Youtube.”

Student C: “I do watch a lot of series, especially with a British accent, like Bridgerton, Queen Charlote, etc. which is extremely effective to improve my pronunciation. Repeating every word in it and practice it in my English conversation is entertaining.”

Student D: “I often use the duolingo apps.”

Student E: “By learn from some short videos from another country that using English, or just read the comment section of those videos.”

Student F: “Imitating conversations in movies or songs and learn how to spell correctly through technology such as voice features on Google translate or internet”

5 Q: How do you broaden your vocabulary?

Student A: “Watching some movies or listening some music.”

Student B: “Every time I see a word I don’t know I always write it down and then look up the meaning, either from You Tube, Instagram, or something else.”

Student C: “I’d like to listen a lot of music, watching more movies,

and read some novels, marking every new word and translate it.”

Student D: “By watching movie with English subtitle and then write down the difficult word.”

Student E: “By learn from some short videos from another country that using English, or just read the comment section of those videos.”

Student F: “Read more English then look for the meaning of words that you don't understand when you find new vocabulary then write and remember them”

6 Q: How do you work on your grammar?

Student A: “Study hard, try to practice it in conversations.”

Student B: “Practice and study regularly both at home and in class with teacher.”

Student C: “In this case I learn it from youtube and memorize all of the form and practiced it. And also re-read every material I've got from school and make some examples of it, do some exercises that related with the material.”

Student D: “Firstly, I use quillbot to check my grammar if I write something using English. Then I try to remember the right form”

Student E: “Learn and learn with a fun way, not a boring one, cause learn English is fun. Peoples always make mistakes when they learn, and that is normal. We make mistakes, that's why we learn. And they

who make mistakes but still want to learn, is better than they who laughed and thought their self is better and perfect.”

Student F: “Do some grammar exercise, consult with other and learn, read more”

Appendix 3

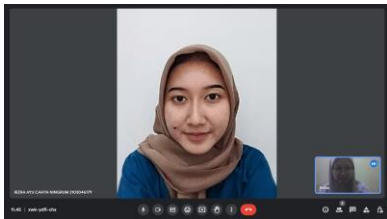
Interview Documentation



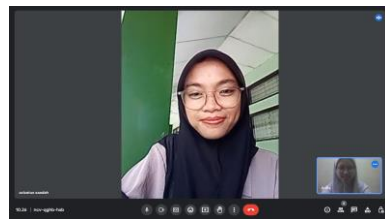
Student B Interview Session



Student C Interview Session



Student D Interview Session



Student A Interview Session

CURRICULUM VITAE

A. Personal Details

Name : Shinta Nisrina Adiba
Student's Number : 1903046035
Place and Date of Birth : Pati, 02 October 2001
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Ds. Wedarijaksa, Kec. Wedarijaksa, Kab.
Pati
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B. Educational Background

1. Formal Educations

- a. RA Masyithoh Wedarijaksa, graduated in 2008
- b. MI Tarbiyatul Ulum Wedarijaksa, graduated in 2013
- c. MTs Negeri 1 Pati, graduated in 2016
- d. MA NU Banat Kudus, graduated in 2019
- e. English Education Department of Education and Teacher Training Faculty Walisongo State Islamic University Semarang

2. Informal Educations

- a. Azzahrah Islamic Boarding School of MTs Negeri 1 Pati

b. Pondok Pesantren Yanaabii'ul Ulum Warrahmah Krandon,
Kudus

This is to state that above information is true and provided here
by me, all in good faith.

Semarang, 08th June 2023

Researcher,

A handwritten signature in black ink, appearing to read 'Shinta Nisrina Adiba', written in a cursive style.

Shinta Nisrina Adiba