

**AN ANALYSIS OF SPEAKING SKILL LEARNING STRATEGIES BY
A CLEFT-LIP SUFFERER**

Submitted to complete the final project as the requirements to obtain a
bachelor's degree in English Language Education Department UIN Walisongo
Semarang



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Assalamualaikum Warohmatullahi Wabarokatuh

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

Title : **An Analysis Of Speaking Skill Learning Method For Cleft-Lips Sufferer (A case study at Ma'had Al-Jami'ah UIN Walisongo)**

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Wassalamualaikum Warohmatullahi Wabarokatuh

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri

(Ar-Ra'ad: 11)

“Sesuai hukum qaidah fiqh (*Al-ajru biqodri ta'ab*) imbalan akan datang sebanyak kelelahan yang kita lalui”

ABSTRACT

Title : **An Analysis of Speaking Skill Learning Strategies by a Cleft-lip Sufferer**
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The aims of this study are to analyze and describe the EFL learning strategies by a cleft-lip sufferer. This research used a qualitative approach with a study case method. The participant of this study was an EFL learner who has cleft-lip speech disorder with fluent speaking skills at Ma'had Al-Jami'ah Walisongo. In the data collection process, researcher used observations and in-depth interviews, while data analysis technique used three steps of data reduction, data presentation and conclusion or verification. The findings of this research showed that the informant used many strategiess such as peer communication to practicing speaking skill outside the class and learning through Youtube to learning pronunciation from native speaker, learning through Instagram to practicing her speaking skill, and Duolingo games. While the engagement of learning strategies applied by the sufferer divided into many parts from school social environment, the engagement of family, the engagement of technology development, also the impact of surgery. The implication of this study is the teacher awareness and innovations are needed to increase motivation in the learning process, especially if teachers have students with the similar case (cleft-lip sufferer); it is expected to do justice and create conducive learning environment for all students. The teacher has to create innovative learning strategies and methods too and adapted with technology features such as Youtube, or other platform which suitable to student necessities.

Keywords: *Cleft-lip, EFL learner, learning strategies, learning style, speaking skill.*

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This thesis is submitted as a final project to fulfill the requirements to obtain a bachelor's degree (S1) majoring in English Education at UIN Walisongo Semarang. Therefore the author would like to thank all parties involved in this research, for all the motivation, guidance, direction, and assistance in any form. The author's thanks especially to:

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3. Nuna Mustikawati, M.Pd as head of the bachelor's degree of Department of English Education at UIN Walisongo Semarang, and Mrs. Lulut Widyaningrum, M.Pd as secretary of the bachelor's degree Department of English Education at UIN Walisongo Semarang.
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11. All parties in Ma'had Al-Jami'ah Walisongo, clerics, staff, administrators, and all students who are part of the author's life journey while on this lecture bench.

The author realized this thesis is far from perfect, therefore the author thought about apologies as much as possible for all the shortcomings or imperfections in this thesis, I hope this thesis can be useful for readers and become a reference for future researcher.

Semarang, 31st of May 2023
The Writer,

A handwritten signature in black ink, appearing to read 'Aisyah Hanum Fathia', written in a cursive style.

Aisyah Hanum Fathia
1903046118

DEDICATION

By saying Alhamdulillah, praise and thanksgiving, the writer prays to the presence of Allah SWT for the mercy and grace so that the writer is still given the strength and ability to write this thesis. Sholawat and greetings may continue to be bestowed on our lord the prophet Muhammad SAW, his family, and his friends. With all humility and full of happiness, this thesis is dedicated to the following below:

1. My beloved campus, UIN Walisongo Semarang, which has become a field of knowledge for the author in this undergraduate lecture bench, so much knowledge, experience and life lessons that the writer has woven together in this overseas land, the presence of this experience is due to seeking knowledge at his beloved campus, that's UIN Walisongo Semarang.
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TABLE OF CONTENT

THESIS PROJECT STATEMENT.....	i
RATIFICATION.....	ii
ADVISOR NOTE.....	iii
MOTTO.....	iv
ABSTRACT.....	v
ACKNOWLEDGE.....	vi
DEDICATION.....	ix
TABLE OF CONTENT.....	x
LIST OF IMAGES.....	xiii
CHAPTER 1 (INTRODUCTION).....	1
A. Background of research.....	1
B. Research question.....	7
C. Objection of the study.....	8
D. Limitations of the study.....	8
E. Significance of the Study.....	9

CHAPTER 2 REVIEW RELATED LITERATURE.....	10
A. Theoretical Framework.....	10
1. Speaking Skill.....	10
2. Cleft Lips.....	19
3. Learning Method.....	27
4. Learning method for cleft lips sufferer.....	38
CHAPTER 3 RESEARCH METHOD.....	32
A. Design and approach.....	32
B. Place and Time.....	33
C. Data Source.....	36
D. Technique of data collection.....	36
E. Technique of data analysis.....	39
F. Validity of Data.....	41
CHAPTER 4 RESULT AND DISCUSSION.....	43
A. RESULT.....	43
1. Strategy used by the sufferer to learn speaking skills.....	43
2. The engagement towards learning speaking strategy.....	46
B. DISCUSSION.....	52

CHAPTER 5 CLOSING.....	66
A. Conclusion.....	66
B. Suggestions.....	67
REFERENCES.....	
APPENDIX.....	1
CURRICULUM VITAE.....	16

LIST OF IMAGES

Image 1.1 Prevalence of CLP by geographical area per 10-000.....	20
Image 1.2 Types of cleft-lips.....	24

LIST OF TABLE

Table 2.1 Language activity in Ma'had Al-Jami'ah UIN Walisongo.....	35
Table 2.2 List of question for interview.....	37

LIST OF APPENDIX

Appendix 3.1 Interview on 14 th of March 2023.....	1
Appendix 3.2 Interview on 6 th of April 2023.....	4
Appendix 3.3: Interview on 8 th of April 2023.....	6
Appendix 3.4: Interview tanggal 11 April 2023.....	7
Appendix 3.4: Interview documentation.....	9
Appendix 3.5: language activity at Ma'had Al-Jami'ah.....	10
Appendix 3.6: Interview documentation with MLC advisor of English Debate.....	10
Appendix 3.7: Interview with morning conversation class.....	11

CHAPTER 1

INTRODUCTION

In this chapter discusses the background of the study, the reason for choosing the topic, questions of the research, objection of the research and significance of the research.

A. Background of Research

Cleft lip is a phenomenon that is widespread among the public and it is a phenomenon which its cause couldn't be identify certainty. As data from Kemenkes year 2019 From 54 data from 30 countries in a year. Lip prevalence left and palate in the world is 9.92 out of 10,000 births. As many as 65% of abnormalities in the head and neck are cleft lips and auction. The incidence varies according to geographic location, ethnicity, and gender.¹ The CDC (Center of Disease Control) in the United States from 2004 to 2006 said that cases of cleft palate affected 2,650 newborns and cleft lip and cleft lip palate affected approximately 4,440 newborns. A study in Bandung showed that out of 1596 patients, 50.53% of patients had cleft lip and palate, 25.05% cleft palate, and 24.42% cleft lip, where 20.08% of all patients had a family history of cleft lip and cleft palate.² In Indonesia there is a lot of cleft lips

¹ <https://yankes.kemkes.go.id/> accessed on 02/02/2023

² Mia Ayustina Prasetya, *Cleft Lips And Palate*, 2018.

phenomenon because this phenomenon is found mainly in Asian countries.³ The national prevalence of cleft lip in Indonesia is 0.2%. DKI Jakarta Province was in the top ranking for the prevalence of cleft lip, which is 13.9‰ is far above the figure national level (2.4‰), while other provinces such as South Sumatra (10.6‰), Kep. Riau (9.9‰), West Nusa Tenggara (8.6‰), Nanggroe Aceh Darussalam (7.8‰), ranks next. Prevalence the lowest were in the provinces of Jambi, West Kalimantan and Sulawesi West each by 0.4‰. Incidence of cleft lip and auction in Indonesia is 7500 per year.⁴ Then a challenge arises for the cleft lip sufferer himself in almost all aspects of his life. Especially in academic and educational aspects. In addition, sufferers also experience disorders, including primary disorders including nutritional, respiratory and mimic disorders. Speech and voice disorders, as well as conductive hearing loss which may also affect developmental speech, are secondary disorders.⁵

In education, people with cleft lips often get unfair treatment from their teachers and peers. They are considered to have uniqueness, differences, and even retardation in language development, so they sometimes have

³ Mitchell L. Worley, Krishna G. Patel, and Lauren A. Kilpatrick, 'Cleft Lip and Palate', *Clinics in Perinatology*, 45.4 (2018), 661–78
<<https://doi.org/10.1016/j.clp.2018.07.006>>.

⁴ <https://yankes.kemkes.go.id/> (accessed on 02/02/2023)

⁵ Michael J Moran and Arthur L Pentz, 'Helping the Child with a Cleft Palate in Your Classroom.', *Teaching Exceptional Children*, 27.3 (1995), 46–48
<<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ497671&site=ehost-live&scope=site>>.

difficulties managing the class.⁶ Because they have disabilities when pronouncing or producing certain words, this has caused some of them prefer taking disability-based language learning. In addition, parents also have a big challenge to educate children with cleft lips. Some of them experience parental stress because they are exposed to stressors (cleft conditions in children), which evoke emotional responses and behavioral responses in parents.⁷

However, people with cleft lips can grow and develop from the various obstacles. Furthermore, some of them survived until they could exceed the abilities of ordinary people in general, especially in speaking foreign languages. The role of parents is needed in training children's mentality and providing the first education for their children. In addition, the role of the teacher is also significant in the teaching and learning process for a student, especially in how she can be mentally and psychologically balanced.⁸

In mastering English, people with cleft lips also experience difficulties interpreting words in English, especially EFL learners. A person with a cleft lip has to be more active and study twice as hard as an EFL student without a cleft lip, given the large number of pronunciations for each vowel and consonant. Although most students will correct their clefts with assessment by the time they start school, speech problems often persist. Long-term effects on speech include less separation of the mouth and nose areas. Improvements can

⁶ Rot bol Bastian, 'Analisis Kesalahan Berbahasa Penderita Sumbing (Kajian Psikolinguistik)', *Skripsi*, 3, 2018, 113–17.

⁷ Grace Tesabela Koamesah, Olivia Ongkowidjojo, and Dino Alvianto, 'The Dynamics of Parenting Stress in Parents with Cleft Children', *Psychopreneur Journal*, 5.2 (2021), 90–107 <<https://doi.org/10.37715/psy.v5i2.2276>>.

⁸ Koamesah, Ongkowidjojo, and Alvianto.

be made in the future, but not all goals can be successful. Besides that, in some remote areas, they have more difficult access than in urban areas to deal with this problem.⁹

Much cleft lip healing is generally done using surgical and therapeutic methods, especially in some developed countries that have used this method as therapy and treatment. According to a speech therapist, Rita Rahmawati, surgery can improve the shape of the lips and palate to add aesthetic value to the child's appearance. However, this action does not guarantee that the child will be able to speak perfectly right away; for this reason, stimulation training activities to deal with speech and communication disorders in children with CL/P should carry out therapy intensely and with a disciplined schedule. Meanwhile, to undergo cleft lip surgery, patients with cleft lip must prioritize optimizing the incoming nutrition so that they are ready to undergo surgery. Besides that, EFL learners with CL/P also get excellent and correct methods to improve their language skills.¹⁰

Several studies have investigated appropriate learning strategy for children with CL/P, including a survey entitled Home and Clinical Literacy Practices for Children With Cleft Lip and Palate by Therese K. Porod, MS, and Brenda K. Gorman, Ph.D. His research objection was to analyze the literacy skills and experiences of children with cleft lips and palate, as well as find appropriate methods to increase literacy for children with CL/P, and this

⁹ Moran and Pentz.

¹⁰ Meita Santi Budiani, 'Pelatihan Teknik Terapi Wicara Sederhana Untuk Diterapkan Selama Pandemi COVID -19 Bagi Orangtua Anak Dengan Bibir Sumbing', 1.1 (2022), 49–58.

research used a quantitative approach by conducting online surveys of parents of children with cleft lips with specific criteria. The survey was carried out using two types of questionnaires: scale scores and open-ended questions. The findings show that parents are the primary key to developing children with CL/P to fulfill their literacy needs. One of them is the role of parents in the house. Parents play an essential role in fostering literacy in children with cleft lips. The government also has to pay attention to the needs of its people; cooperation between related institutions and each family who has a child with a cleft lip will make it easier for parents to educate and improve children's literacy skills and fulfill their needs more efficiently. In addition, the family also has to identify their children with CL/P as early as possible for literacy needs, whether they have learning disabilities or not.¹¹

Another research is research conducted by M.C. Pamplona, A. Ysunza, Y. Jime`nez-Murat entitled Mothers of children with cleft palate undergoing speech intervention change communicative interaction; This study discusses the analysis of the activity of mothers when children with cleft lips/palate doing speech therapy, whether their involvement can improve the communication skills of children with cleft lips during treatment. This study used classroom action research, where cleft-lip patients with specific criteria were gathered in one room and given group assignments to provide peer interaction and socialization opportunities. There were two settings: two children and a speech pathologist (control group), two children, a speech

¹¹ Therese K Porod and Brenda K Gorman, 'Home and Clinical Literacy Practices for Children With Cleft Lip and Palate', 2020
<<https://doi.org/10.1177/1055665620924938>>.

pathologist, and the mother (experimental group). Meanwhile, the involvement and interaction of mothers and children during the speech therapy were assessed by recording all processes and events in the room. And the results show that mothers changing and modifying how children with CL/P communicate intensely affect the level of interactivity and communication between children and CL/P. Besides that, Mothers with high interaction with children during the speech therapy process change the way communication is to add natural communication innovations for children with cleft lips when interacting at home.¹² The difference between this study and the author's research is in the research objection, the further research analyzing the interaction of mothers to improve the speaking skills of cleft-lip children when speech therapy process, while this research is analyzing the appropriate speaking skill learning methods for people with cleft-lips.

Another research conducted by Amy R. Morgan and his friends from the University Of South California, entitled Language Development in Children With Cleft Palate With or Without Cleft Lip Adopted From Non-English-Speaking Countries, aims to identify the English language skills of children with cleft lips who come from foreign countries (non-native speakers) who have been adopted by native speakers with children born and raised by native speakers. This study uses linear regression analysis to assess the impact of adoption age and time on speaking English. The results of this study indicate that adopted children with cleft lips scored poorly on all language indices, with the mean adjusted for differences between LE and EE children

¹² M C Pamplona, 'Mothers of Children with Cleft Palate Undergoing Speech Intervention Change Communicative Interaction', 59 (2001), 173-79.

ranging from 0.4 to 0.7 SD on the CELF index scale. Only 53% of EE and 57% of LE children scored above 90 on all indices. A younger adoption age is associated with better language skills for children with LE. Cleft lips increase the risk of language delay, with the highest risk for LE children. LE children with CP±CL should receive language services soon after adoption.¹³

With all the strategies that have been tested and carried out by previous researcher and the development of information and communication technology, a cleft-lips sufferer may have better foreign language skills than others with all their limitations. However, in language learning, a cleft-lips sufferer has more significant challenges and endeavors. Therefore the researcher wants to dig deeper into how a cleft-lips sufferer has speaking abilities beyond the ordinary speaking skills of EFL learners. With the background of the problems described above, the researcher is interested in conducting related research by establishing a research title: An Analysis of Speaking Skill Strategy by a Cleft-lip Sufferer.

B. Research Questions

Based on previous research on the cleft-lips phenomenon and its challenges to the language learning process, especially for EFL learners, the researcher wanted to try to conduct a case study for cleft-lip sufferer who has

¹³ Morgan A.R., 'Language Development in Children With Cleft Palate With or Without Cleft Lip Adopted From Non-English-Speaking Countries', *American Journal of Speech-Language Pathology*, 26.2 (2017), 342–54
<http://www.embase.com/search/results?subaction=viewrecord&from=export&id=L622763510%0Ahttp://dx.doi.org/10.1044/2016_AJSLP-16-0030>.

fluent speaking skills than other students in bilingual dormitories. In particular, it will address the following questions:

1. What are the strategies used by the sufferer to learn speaking skills?
2. How does the sufferer engagement toward the conducted learning speaking strategies?

C. Objection of the study

Based on the questions that arise from this research, there are objectives to be achieved. These goals are:

1. To explain the effective learning strategies to improve speaking skills for people with cleft-lips.
2. To describe the engagement of speaking skill strategies by the sufferer.

D. Limitations of the study

The limitation of this study is that the researcher only examines the methods used by a participant with cleft-lips at Ma'had Al-Jami'ah UIN Walisongo who has the excellent speaking skills.

E. Significance of the study

The significance of the study divided into 2 kinds of significance, there are theoretical significance and practical significance.

Theoretical Significance:

1. For information about appropriate learning strategies for developing speaking skills for cleft lips sufferer in terms of pedagogical and social aspects.
2. As a basis for further research related to research topics regarding student learning strategies for cleft lip sufferer and research questions.

Practical Significance:

1. Researcher can get the new knowledge and insights as well as direct experience about the learning methods used by cleft lips sufferer in improving speaking skills.
2. Readers can get new insight and motivation to improve their speaking skills with various methods.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter discusses how to conduct a literature review for textual meaning analysis. there is one part to this chapter. The theoretical frame work is it includes a literature review on the scope of speaking skill learning strategies for cleft-lips sufferer.

A. Theoretical Framework

1. Speaking Skill

In mastering English as a second language, we recognize four skills that must be learned, including writing skills, reading skills, listening skills, and speaking skills. Self-speaking skills are the most critical skills for measuring how our potential and development in learning and improving foreign language skills.¹⁴ There are many definitions of speaking, according to some experts. Speaking is the process of someone conveying or sharing ideas verbally with others. In this case, speaking skills need to be honed so that grammar is created and information can be transferred to listeners.¹⁵

¹⁴ P. S Rao, 'The Importance of Speaking Skills in English Classrooms', *Alford Council of International English & Literature Journal*, 2.2 (2019), 6–18 <www.acielj.com>.

¹⁵ Eliyasun, Eni Rosnija, and Urai Salam, 'Improving Student' Speaking Ability Through Guided Questions', 2018, 1–8.

In addition, Zuhriyah (2017) states that speaking is a way for humans to express something and establish communication with one another orally. Talking is the first way to interact with other people in a social community because, in daily activities, humans cannot be separated from interaction and communication. As we know, humans are social beings who need other people; therefore, one of the most important ways of communicating is by speaking so that basic human needs, namely socializing, can be fulfilled.¹⁶

From the previous interpretation, speaking is an individual activity to express ideas, ideas, or information to others with specific aims and objectives. While speaking skill can be defined as an individual's ability to carry out conversations in a foreign language because the context of this study is English, the target language used to measure the level of speaking skill is the individual's ability to speak English.

Haryudin (2018) explains that speaking English is a foreign language that must be done with a lot of practice to master it. Learners should practice in-class activities outside the classroom because, with lots of courses, students will get into the habit of using English and speaking fluently.¹⁷

¹⁶ Mukminatus Zuhriyah, 'Storytelling to Improve Students ' Speaking Skill', 10.1 (2017), 119–34.

¹⁷ Ikip Siliwangi, 'TEACHER ' S DIFFICULTIES IN TEACHING SPEAKING USING', 6.October (2018), 107–16.

Moreover, as an EFL learner, speaking skills help students to be able to express themselves more academically in a social environment.¹⁸ In its development, speaking is a challenging skill for foreign or second language learners to produce sentences without studying grammatical structures and having adequate vocabulary knowledge. Therefore, EFL/ESL English learners face many problems in pronouncing grammatical sentences in English. Especially in complicated pronunciations. But since speaking skill plays a dominant role in communication, people try to learn this skill in order to be able to communicate well in the target language they are learning.¹⁹

a) Speaking skill function

Speaking is an activity which has a specific purpose, just like other skills such as listening, reading, and writing. We have reasons and goals for speaking; the function of speaking is to determine the strategy we use for speaking execution. Among the different speaking goals are: a) Aim to have a casual conversation; for example, our goal might be to make social contact with people, socialize, establish good relationships, or discuss random things with friends. b) Aims to express an opinion on a problem in a group discussion, persuade someone to do something, or provide information regarding a particular matter. c) In some other

¹⁸ Lorena Manaj Sadiku, 'The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour', *European Journal of Language and Literature*, 1.1 (2015), 29 <<https://doi.org/10.26417/ejls.v1i1.p29-31>>.

¹⁹ Sadiku.

conditions speaking functions to make requests, complain about something, or describe something.²⁰

Based on these several functions, speaking is a very crucial thing in the human life as a means of communication and building social life between humans, so that the ability to speak is very necessary to develop our speaking potential with other humans.²¹

b) Speaking Skills Component

According to Harmer (2007) speaking skills have 5 components. They are grammar, vocabulary, pronunciation, fluency and comprehension.²²

(1) Grammar is a rule in language that aims to acquire expertise in the language in the form of oral writing following standard rules or arrangements. Grammar plays an essential role in every sentence structure that will be expressed. Sentence structure is essential when someone arranges words. The benefits of using grammar are developing the art of translation, helping to acquire vocabulary, increasing knowledge of understanding actual sentences, and building conceptual thinking about the structure of the English language. However, some people argue that grammar can hinder the process of learning speaking

²⁰ Apriyanti, H. (2018). *The Effectiveness Of "Find Someone Who" Game Toward Students'speaking Skill (An Experimental Research of Seventh Grade Students Junior High School at SMP Negeri 1 Kelapa Dua Tangerang)* (Doctoral dissertation, Universitas Islam Negeri" Sultan Maulana Hasanuddin" Banten).

²¹ Apriyanti, H. (2018)

²² Harmer J, 'The Practice Of English Language Teaching', *The Practice Of English*, 2007, pp. 1-448.

skills because someone will be afraid of making mistakes in speaking, which will reduce the self-confidence of EFL learners. Several studies have stated that the lack of grammar rules hinders EFL learners from speaking. (2) Vocabulary is the appropriate diction or vocabulary used in communication. Vocabulary helps a person develop sentences and ideas conveyed in a conversation. Mastering the vocabulary will affect language skills, listening, speaking, reading and writing. Concerning vocabulary mastery, the higher the level of education, the higher the vocabulary mastery. (3) Pronunciation is how a speaker produces sound; this is closely related to the phonological process of how the elements that determine how sound is produced and the variations of sounds and sound patterns in English. (4) Fluency is a person's ability to speak fluently and can be understood by listeners. Fluency also measures harmony in a conversation. Fluency has a role in the social aspect. Fluency is essential for presentations or debates in academic or professional environments. How to explain a topic or prove a point – fluently, clearly, and precisely without too many pauses or hesitations – is just as important as the content of the EFL Learners' achievement. Outside the classroom, fluency will make it easier for EFL learners to socialize with native speakers and avoid misunderstandings. (5) Comprehension is the level of one's strength in understanding an idea in a conversation or when speaking. It can also be interpreted as a person's ability to understand or understand something after something is known and remembered. In other words, understanding is knowing about something and seeing it from various angles. These five components are

interconnected to build complex and perfect conversations and utterances.²³

c) Three areas of speaking

EFL learners need to realize that speaking skills cover three areas of knowledge which are as follows: (1) Mechanics (pronunciation, grammar and vocabulary): how to use the correct words and phrases according to the rules of the language. (2) Function and interaction: namely, knowledge about the nature of the conversation that is adjusted to the time (formal/informal) and the right understanding so that the necessary information exchange takes place. (3) Social and cultural rules and norms (alternations, rate of speech, length of pause between speakers, relative roles of participants): knowledge of the interlocutor and the situation in which communication occurs between the two parties.²⁴

d) Speaking English Barriers

1. Fear of mistake

In this case, the school environment is very influential on the mentality of students. Friends and an environment that cannot support someone to learn English greatly hinder the child's growth and development process, especially in learning speaking skills. Several studies have revealed that the environment dramatically influences

²³ Gunaldi Masbirran and Andi Fauzi, 'Speaking Skill in Using Community Language Learning (Cll)', *Indonesian Journal of Integrated English Language Teaching*, 3.2 (2018), 198–205 <<https://doi.org/10.24014/ijielt.v3i2.4844>>.

²⁴ Bashir, M., Azeem, M., & Dogar, H. A. (2011). Factor effective students' speaking skill. *British Journal*, 2(1), 38-39.

students' learning interests and motivation. Besides that, the level of student anxiety when taking the speaking test tends to increase when they are in front of the class or of many people. EFL learners feel embarrassed and afraid of being laughed at by their friends if they say something wrong. As a result, students do not want to try and will forever be ashamed to speak. Fear of being wrong is the main factor in students' reluctance to learn. In this case, EFL learners need to have a private space for themselves to learn English, significantly improve their speaking skills.²⁵

2. Fear of critics

It is almost the same as fear of mistakes. Fear of teacher criticism becomes terrifying for students, even though criticism is a natural thing to improve our abilities for previous mistakes. However, because of the urge to speak perfectly, what students think about is how to look perfect in speaking, and getting criticism means it's not perfect, even though learning doesn't have to be perfect to be able to master speaking skills.²⁶

3. Mother tongue usage for instruction

²⁵ Afrianto Daud and others, 'Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers', *Journal of Educational Sciences*, 3.3 (2019), 412 <<https://doi.org/10.31258/jes.3.3.p.412-422>>.

²⁶ S. Usmonova and Og I'lay Hoshimova, 'Speaking Challenge Faced by Second Language Learners by Language Acquisition', 1.7 (2022), 49–55.

The use of the mother tongue in the classroom when learning English takes place can hinder the process of learning speaking skills; this is because the teacher also uses the native language or other factors, such as a lack of mastery of vocabulary, so that students are confused to compose words, in the end, they cannot pronounce or speak in the target language, namely English. In this case, all parties must work together with EFL learners to create a supportive environment to increase the confidence of EFL learners to practice their speaking skills.²⁷

4. Embarrassment

In this case, the embarrassment experienced by students is related to the interaction process in the classroom and the environment that supports the teaching and learning process in the classroom. In general, EFL learners feel intimidated when appointed to speak English in front of their friends, and this is because they are afraid of being wrong, afraid of criticism, or afraid of being laughed at by their friends.²⁸

5. Inappropriate treatment

²⁷ Greg Kessler, 'Fluency and Anxiety in Self-Access Speaking Tasks: The Influence of Environment', *Computer Assisted Language Learning*, 23.4 (2010), 361–75 <<https://doi.org/10.1080/09588221.2010.512551>>.

²⁸ Arab World and English Journal, 'Investigating the Factors Leading to Speaking Difficulties: Both Perspectives of EFL Saudi Learners and Their Teachers', 2, 2016, 268–87.

The problem that EFL learners often need help with is their fear of learning English, especially speaking skills. It is even sadder if they are lazy to enter English class because they are afraid to follow the existing material. This problem is because the learning method needs to be corrected; the treatment in learning needs to be adjusted to the abilities and interests of students, so they tend to get bored with learning methods that are not varied. In addition, in the teaching and learning process, many teachers still need to involve their students to participate and contribute interactively to learning, so students get bored more quickly by only listening to one-way learning and giving material from the teacher. Therefore, there is a need for intense learning innovation from teachers to break the opinion of EFL learners that learning English is difficult.²⁹

Much research has discussed students' motivation to improve their speaking skills, especially EFL learners. Some can effectively improve their speaking skills. Some could be more effective as a strategies of improving speaking skills. Among these strategies are using Western songs in English or directly practising with peers who are also learning to improve their speaking skills. In terms of frequency, students with high speaking skills tend to use six strategies, namely memory, cognitive, compensation, metacognitive, affective, and social, to improve their speaking skills continuously. They are more balanced using different strategies. Meanwhile, low

²⁹ Yuh-show Cheng, Elaine K Horwitz, and Diane L Schallert, 'Language Anxiety : Differentiating Writing and Speaking Components', September, 1999, 417–46.

students focus more on compensation and social strategies than memory, cognitive, metacognitive, and affective strategies to improve their speaking skills. Therefore, low-achieving students should focus more on improving other language learning strategies rather than focusing too much on compensation and social strategies alone.³⁰

2. Cleft Lips

a) Definiton of Cleft-lips

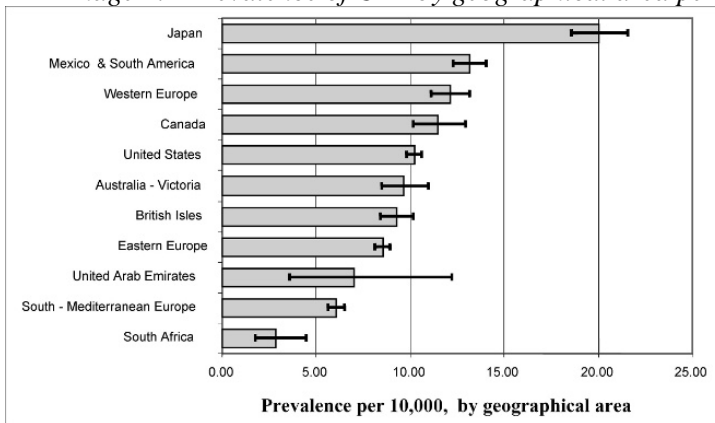
Cleft Lip is a condition in which Cleft lip and palate (CLP) is a common congenital malformation that affects the head and neck.³¹ Yessi (2017) explained that cleft lip is a congenital disorder in which there are defects or gaps in the lip and palate (paitum) due to disruption of fusion during the intra-uterine growth period (uterus). This fusion disorder mainly occurs in the first trimester of pregnancy. It can be caused by nutritional factors, especially folic acid deficiency, as well as long-term consumption of several types of drugs or hereditary factors. During the 4th to 10th week of embryogenesis, there is a lot of cellular activity to form the primary and secondary growth of the palate. The primary portion is the triangular area of the hard palate. This section forms the four incisors. In the 5th week, the medial nasal, lateral, and

³⁰ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, 'Students' Learning Strategies for Developing Speaking Ability', *Studies in English Language and Education*, 2.1 (2015), 16 <<https://doi.org/10.24815/siele.v2i1.2232>>.

³¹ Mitchell L. Worley, Krishna G. Patel, and Lauren A. Kilpatrick, 'Cleft Lip and Palate', *Clinics in Perinatology* (W.B. Saunders, 2018), 661–78 <<https://doi.org/10.1016/j.clp.2018.07.006>>.

maxillary processes are fused. The lateral nasal fusion phase with the maxillary process is susceptible to teratogenic and growth disturbances. As a result, there will be a primary palate defect. Another possibility of a palate defect stems from a lack of mesodermal growth at the fusion site. This condition causes a variety of complex processes that are susceptible to toxins if there is a genetic disorder. After the formation of the hard palate, the process of forming a secondary or soft palate takes place. It originates from the maxillary processes, located vertically on both sides of the tongue. With the head's extension and the mandible's growth, the tongue is pressed downwards, and the two soft palate tissue nuclei meet in the midline. One theory is that the failure of the secondary growth fusion is caused by the failure of the tongue to move downwards, thereby blocking the space for fusion.³²

Image 1.1 Prevalence of CLP by geographical area per 10-000



Source: <https://www.researchgate.net/>

³² Yessy Prima Putri, 'Model Terapi Perilaku Penderita Maloklusi Bibir Sumbing', *Jurnal Arbitrer*, 3.2 (2016), 166–72.

This phenomenon is found in many countries, but the ethnicity or race most at high risk of experiencing cleft lips are Asian, Caucasian, and a few sufferers in the African race. This disorder also occurs on average in men than women with a ratio (2 of 1). As data from Kemenkes year 2019 From 54 data from 30 countries in 1 year. Lip prevalence left and palate in the world is 9.92 out of 10,000 births. As many as 65% of abnormalities in the head and neck are cleft lips and auction. The incidence varies according to geographic location, ethnicity, and gender.³³

b) Factors causing Cleft Lips

1. Internal (Genetic Factors)

Several studies have shown that genetic factors are the most fundamental cause for a baby to get cleft lips. Each child of a parent with a cleft has a 3% risk of developing an orofacial cleft. Furthermore, if other family members are infected with cleft lips, the genetic percentage will be even more significant.³⁴

2. External Factors

External factors that cause a prospective baby to develop cleft lips are an unhealthy lifestyle, such as smoking or having a history of pregestational and gestational diabetes, alcohol abuse, and

³³ <https://yankes.kemkes.go.id/> accessed on 02/02/2023

³⁴ Worley, Patel, and Kilpatrick, 'Cleft Lip and Palate'.

certain anticonvulsants. In addition, certain vitamin deficiencies, such as decreased levels of folic acid in the mother, also increase the potential for cleft lips for a prospective baby.³⁵

c) Types of cleft lip

Cleft lip itself can occur with varying degrees of severity. Variations in the severity of this cleft lip can occur, starting from a small cleft lip, to a cleft that forms until it reaches the nose. Here are some types of cleft lip that are common in humans:

1. Incomplete Unilateral

The unilateral cleft lip has a cleft on one side only. There are regular philtral columns, Cupid's bows and philtral dimples on the sides without gaps. It differs from a complete cleft lip because some of the orbicular muscle fibres can pass through the aperture. An incomplete cleft lip can take a variety of appearances. There may be only a small crack or fissure in the vermilion or extend slightly into the skin above the lip or almost to the nostrils. Like a complete cleft lip deformity, the nose has some distortion. Distortion is usually to a lesser extent. The nostrils may be dilated, but the bases of the nostrils are intact. In addition, there is a tissue bridge at the base of the nostril on the cleft side. This became known as the band Simonart.³⁶

³⁵ J. F. Bezerra and others, 'Genetic and Non-Genetic Factors That Increase the Risk of Non-Syndromic Cleft Lip and/or Palate Development', *Oral Diseases*, 21.3 (2015), 393–99 <<https://doi.org/10.1111/odi.12292>>.

³⁶ Rangga Asmara, 'Realisasi Bahasa Indonesia Penderita Bibir Sumbing: Sebuah Studi Kasus', *Pendidikan Bahasa Dan Sastra Indonesia Universitas Tidar*, 4.1 (2007), 88–100.

2. Complete Unilateral

Unilateral cleft lip affects only one side of the upper lip. This is the most common type of cleft lip. Two-thirds of Cupid's bow, one philtral column, and philtral dimple are preserved on the non-cleft/normal side. The cleft extends from the lip to the nose with a complete cleft lip. The orbicular oris muscle is not connected to a complete cleft lip. Instead of encircling the mouth, muscles enter the bridge of the nose on either side of the aperture. This disorder causes difficulty speaking, eating and drinking. Distorted nose with cleft lip deformity. The nostrils are dilated and the base of the nostrils is lost in complete cleft lip deformity.³⁷

3. Complete Bilateral

Bilateral complete cleft lip affects the right and left side of the lip. There is no philtral column, no philtral dimple, and no orbicularis muscle in the middle segment. On both sides, slits extend from the vermilion to the nostrils. The lack of continuity in the muscles makes clear speech difficult for these people. Feeding can be more difficult. There is nasal distortion with bilateral complete cleft lip. Both alar rims are widened, the nose sills are missing and the nose looks flat.³⁸

4. Incomplete bilateral

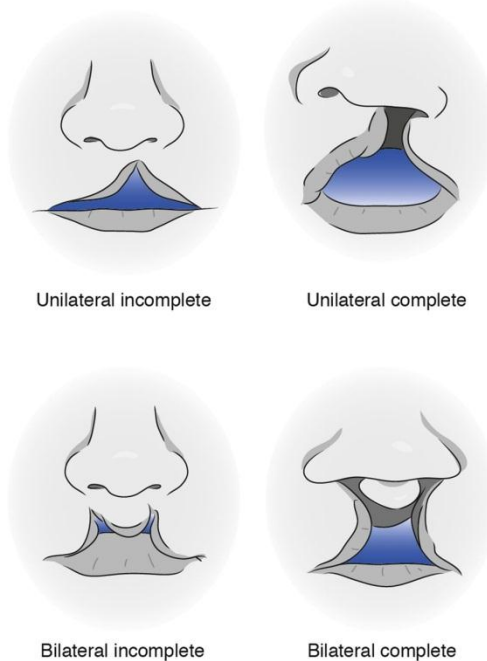
Bilateral cleft lip has an opening on either side of the upper lip. As with bilateral complete clefts, the philtral column is affected. The extent depends on how far the slit extends from the vermilion. There

³⁷ Rangga Asmara.

³⁸ Rangga Asmara.

may be some orbicularis muscle intact. The nostril jambs are intact. The philtral dimple is still intact. In bilateral incomplete cleft lip deformity, the nose is affected, although not to the same degree as in bilateral complete cleft lip deformity. In people with bilateral cleft lip deformities, one side may be incomplete deformity and the other side may be complete deformity.³⁹

Image 1.2: Types of cleft-lips



Source: Pediatrics. 2017;139(5). doi:10.1542/peds.2017-0628

³⁹ Worley, Patel, and Kilpatrick, 'Cleft Lip and Palate'.

d) Impacts to people with cleft-lips

People with cleft lips also face quite severe challenges as the impact of the abnormalities in the oral cavity which is the place for sound to come out, especially in terms of the perpetrator's psychological problems.⁴⁰

1. Difficulty in communicating clearly

Patients with cleft lip before and even after surgery differ from those not infected with cleft lip. Sufferers of cleft lips experience inconsistent phoneme changes in the realization of words, phrases and sentences. Because there are changes and differences in the anatomy of the patient's palate. These changes and differences significantly affect speech development, but also semantic, syntactic, and pragmatic skills, and are reversed between the child and their environment.⁴¹

2. Social and Psychological Challenges

Suffering from Cleft-Lips is a living well condition. And the impact they will face will be more severe psychological challenges than the average healthy person. Ramstad and

⁴⁰ Nicola Marie Stock, Kristin Billaud Feragen, and Nichola Rumsey, "It Doesn't All Just Stop at 18": Psychological Adjustment and Support Needs of Adults Born with Cleft Lip and/or Palate', *Cleft Palate-Craniofacial Journal*, 52.5 (2015), 543–54 <<https://doi.org/10.1597/14-178>>.

⁴¹ Maria Gabriela Cavalheiro, 'Child Development Skills and Language in Toddlers with Cleft Lip and Palate', *International Journal of Pediatric Otorhinolaryngology*, 2018 <<https://doi.org/10.1016/j.ijporl.2018.10.011>>.

colleagues (1995) found anxiety, depression, and palpitations to be reported twice as often in adults with cleft lips than normal. This is due to several factors such as dissatisfaction with appearance, or lack of confidence when communicating with others.⁴² Besides that, other findings say that people who have cleft lips in adulthood tend to have a lower quality of life than normal people, this is also related to existing social construction. Do they accept or look at cleft-lips sufferers strangely. Sufferers must receive intense social and psychological support so that they are able to live like humans in general.⁴³

3. Learning Strategy

Based on the oxford dictionary, strategy is a plan that is intended to achieve a particular purpose, while the definition of Learning strategy is a systematic way of communicating the content of the lesson to the students to achieve certain learning objectives. Rubin (1987) suggested that language learning strategies are choices that learners make to utilize available information to improve the competences in a second language. The learning strategy is different one by one for each learner because they have different experiences and knowledge. For example, learners who

⁴² Cecilia McKelvey and Helen Peters, 'People with Disabilities', *APL: Equal Opportunities for All?*, Wasserman 2001, 2020, 118–32 <<https://doi.org/10.4324/9780203037225-13>>.

⁴³ Nicola Marie Stock, 'The Experience of Parents With Cleft Lip and / or Palate', 52.July (2015), 425–36 <<https://doi.org/10.1597/13-314>>.

have mastered several foreign languages certainly have different strategies from learners who only learn one foreign language.⁴⁴

Oxford (1990) clarified that the word "strategy" derives from the ancient Greek word "strategia," which means "steps or acts taken by the generals to win a war" or "generalship or the art of war." The one shared by Oxford is known as SILL (Strategy Inventors for Language Learning). The word strategies affect every setting, including education. While the definition of language learning strategies is a way used by language learners so that learning targets can be achieved in a short, effective and fun time (Oxford, 1990). From this point of view it can be understood that learning strategies are carried out to optimize foreign language learning in fun ways.⁴⁵

From the definition of this definition, it can be concluded that learning strategy is the steps or techniques taken by students to achieve their targets in the learning process so as to change their mindset and behavior.

⁴⁴ Katherine Livan Kehing and Melor Md Yunus, 'A Systematic Review on Language Learning Strategies for Speaking Skills in a New Learning Environment', *European Journal of Educational Research*, 10.4 (2021), 2055–65 <<https://doi.org/10.12973/EU-JER.10.4.2055>>.

⁴⁵ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, 'Students' Learning Strategies for Developing Speaking Ability', *Studies in English Language and Education*, 2.1 (2015), 16 <<https://doi.org/10.24815/siele.v2i1.2232>>.

1. Learning Strategy Taxonomy by Experts

There are many theories about learning strategies, among which the most popular is the classification proposed by Rubin (1975) and Stern (1975), Oxford (1990) and O'Malley & Chamot (1990).

a) Rubin and Stern Taxonomy

Rubin and Stren (1975) classified learning strategies into three main groups: namely learning strategies, communication strategies, and social strategies. Learning strategies include cognitive and metacognitive strategies. Cognitive strategies include clarification, practice, memorization, and monitoring and metacognitive strategies include planning, goal setting and self-management. Communication strategies focus on the process of learners' participation in conversations and overcoming communication difficulties. While social strategy is an activity that involves students who provide opportunities to practice their knowledge.⁴⁶

b) Oxford (1990) Taxonomy

Oxford (1990) divided learning strategies into two main categories; Direct and indirect strategies and distinguished both language learning strategies into six groups.

⁴⁶ Hoang Nguyen and Daniel R. Terry, 'English Learning Strategies among EFL Learners: A Narrative Approach', *IAFOR Journal of Language Learning*, 3.1 (2017), 4–19 <<https://doi.org/10.22492/ijll.3.1.01>>.

- 1) Direct strategy is the strategy used to engage directly in the target language. These are beneficial for students because they help retain and recover information. Direct strategies consist of three groups; they are:
 - a. Memory strategies involve mental processes to store new information in memory or ways to memorize new information and to retrieve it when needed. This strategy includes four activities used by learners such as: using actions, creating a mental interconnectedness, applying images and sounds, and the last is reviewing. Cognitive Strategy: This strategy is a conscious way to target language processing. It involves four categories as well; Practice, receive and send messages, analyze and reason, and create structures for input and output.
 - b. Compensatory strategies allow learners to use language in both speaking and writing to overcome a lack of knowledge of language. Therefore, students who use compensatory strategies can guess language using linguistic clues and choose topics to overcome speech and writing limitations. While indirect strategies are strategies that support and organize language learning without directly involving the

target language and to help learners organize the learning process.

- 2) While in indirect strategies it consist of three groups, as follow:
 - a. Metacognitive, allowing learners to control their own learning through organizing, planning and evaluation. It is concerned with how students manage their own learning.
 - b. Affective strategies allow learners to manage their feelings, motivations, and attitudes. It consists of lowering the student's anxiety, taking the student's emotional temperature, and encouraging the student's self.
 - c. Social strategy involves interaction with others in the language of the learning process. For example, asking questions for verification, asking for clarification on confusing matters, asking for help with language assignments, talking to native conversation partners, and exploring cultural and social norms.⁴⁷

c) O'Malley Taxonomy

O'Malley & Chamot (1990) categorized language learning strategies into three classifications: metacognitive strategies, cognitive strategies, and socio-affective strategies. First of all, O'Malley and Chamot described metacognitive strategies as skills that may require

⁴⁷ José Alexander Benito Durán, Karol Stefanny Rivero Gutiérrez, and Yury Andrea Rodríguez Ramírez, 'Learning Strategies and Their Influence on Foreign Language Skills: A Literature Review from the Oxford Taxonomy', *Mextesol Journal*, 46.2 (2022), 0–3.

planning, monitoring, or evaluating the performance of learning activities. Instead, they simply suggest that cognitive strategies relate to learner behavior to acquire, store, retrieve, and use language knowledge. The third is the socio-affective strategy characterized as a strategy that enhances interaction with others, people or ideational control over affectation.⁴⁸

⁴⁸ J Michael O'Malley and others, 'Learning Strategies Used by Beginning and Intermediate ESL Student , InterAmerica Research Associates', *Language Learning*, 35.1 (1985), 21–46.

CHAPTER 3

RESEARCH METHOD

The research method is significant in qualitative research. This because the result of the reseach can be considered as something scientifically depend on the methods used on the researched object. Here the research represented a clear description research design, research instrument, participants, data sources, technique of data collection, and technique of data analysis method.

A. Design and approach

The research method that used in this study was the descriptive qualitative method. According to Bogdan and Taylor, qualitative research is a research procedure capable of producing descriptive data in the form of speech, writing, and behavior of the people being observed and studied. Meanwhile, Kirk and Miller define qualitative research as a concept in social science that fundamentally depends on the observation of humans as objects in their area and relates to these people in their language and terminology.⁴⁹

⁴⁹ Farida Nugrahani, 'Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa', 1.1 (2008), 305
<<http://ejournal.usd.ac.id/index.php/LLT><http://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/11345/10753><http://dx.doi.org/10.1016/j.sbspro.2015.04.758>www.iosrjournals.org>.

A theory of the five approaches developed by Creswell in his book entitled "Qualitative Inquiry And Research Design" is a case study. A case study is the research in which the researcher explores a particular phenomenon (case) at a time and activity (program, event, process, institution, or social group) and collects detailed and in-depth information using various data collection procedures over a certain period.⁵⁰ In this case, the researcher used a single case study method, a single case study with a research object of a cleft-lips patient who has above-average speaking skills. So the difference between a case studies and other research, is analysis which more deeply and specific to the object of research.⁵¹

B. Place and Time

The place of research was placed in the Ma'had Al-Jami'ah UIN Walisongo. This research was conducted for 5 months starting from January 2023, observation was conducted for 3 months and interviews were conducted for 2 weeks.

1. General Description of Research Location (Ma'had Al-Jami'ah Walisongo)

Ma'had Al-Jami'ah was a student hostel under the institution of UIN Walisongo Semarang. Ma'had Al-Jami'ah Walisongo consent to

⁵⁰ Sri Wahyuningsih, 'Metode Penelitian Studi Kasus: Konsep, Teori Pendekatan Psikologi Komunikasi, Dan Contoh Penelitiannya', *UTM PRESS Bangkalan - Madura*, 2013, 119.

⁵¹ Wahyuningsih.

language development program and it's a complementary element of education at UIN Walisongo. This program does not provide a special degree, but the urgency is for improving the quality of UIN Walisongo graduates. This program is directed at creating a learning atmosphere and learning process that enables students to actively develop their potential to have competence in Arabic and English as a provision for reading foreign literature needed while attending lectures at their respective faculties. Besides that, with the ability in the field of foreign languages, it is hoped that it will become a provision for them to communicate with various groups, especially those who use Arabic and English. Furthermore, with the provision of these language skills they will be able to work in writing, whether in the form of books, journals, or various articles. Creating a language environment allows students to use Arabic and English in their daily life. This method is effective for instilling a sense of language in them so that they can easily master the language they are learning both actively and passively.⁵²

The aim of establishing Ma'had Al-Jami'ah UIN Walisongo is to assist UIN Walisongo Semarang study programs in improving students' abilities in academics, foreign languages (Arabic English) orally, in writing, reading and memorizing Al-Qur'an and Hadith, classic and contemporary reading, books, and noble character. While the vision and mission of Ma'had Al-Jami'ah are as follows:

⁵² <http://mahad.walisongo.ac.id/> (accessed on 14-05-2023)

- a. Vision : Preparing *muslimah*, and smart students academically and morally
- b. Mission : Teaching basic Islamic knowledge and morals for Indonesian Muslims, facilitate learning Arabic and English, and guiding the students to read fluently and memorize the holy Qur'an

Besides that, Mahad Al-Jami'ah UIN Walisongo also has several programs for developing student's language ability, they are as follows:

Table 2.1 Language activity in Ma'had Al-Jami'ah UIN Walisongo

No	Activity	Time
1.	<i>Halaqoh</i> (Kinds of public speaking in 2 languages both English and Arabic)	05.00 WIB (After subuh congregational prayer)
2.	<i>Muhadatsah</i> /Conversation (Giving the student basic of language especially in introducing new vocabularies for their daily)	05.30-06.00 WIB
3.	MLC (Kinds of student club for improving language skill, such as speech, debate, story telling, etc)	Saturday (20.30 - finish)

Source: Data from language section of Ma'had Al-Jamiah UIN Walisongo 2022/2023

C. Data Source

Sources of data in this study consisted of primary and secondary data sources. Primary data is data sources that directly provide data to data collectors. Primary data sources obtained through interviews with research subjects and with observation or observations right on a cleft lip student at Ma'had Al-Jamiah UIN Walisogo student who has with above average speaking ability. Meanwhile, secondary data is data which not generated and collected by researcher but obtained in processed form. Secondary data in this study were in the form of documentation that is relevant to the interview and observation processes.

D. Technique of data collection

Data collection techniques were the methods used by researcher in collecting data from existing data sources, according to Yin, in the case study research data collection process must come from several sources of information to produce concrete and structured data.⁵³ Data collection techniques in this study were observation, interviews, and documentation.

a. Observation

In this case the researcher used the observation method with structured observation, the researcher only observes objects at certain

⁵³ Wahyuningsih.

times related to the aspects and values studied, namely aspects of language, especially speaking ability. Researcher had made observations regarding how she communicated with her friends in her daily, how she responded and run language classes at Mahad in the morning, and how she actively conducted debate training at MLC.

b. Interview

In this case, the researcher used two interview methods, they were systematic interviews, where the researcher first arranged the instrument questions to be asked during the interview process so that appropriate information is obtained; in this case, systematic interviews are directed to key informant, while free interviews are conducted to supporting informant, They are informant's friend, morning English class teacher, and English debate club advisor of MLC. While a list of questions from systematic interviews is mentioned below:

Table 2.2 List of question for interview

No	Question	Description
Basic Question		
1.	What makes you interest in learning English? Especially speaking?	
2.	Since when did you learn English?	
3.	Where did you learn English usually?	
4.	What is the role and contribution of your parents in learning English?	
5.	What is the role of your peers in learning English?	
6.	What is the role of you teacher in learning English?	

7.	Have you ever received treatment such as surgery or speech therapy? And when did it happen?	
8.	What are the effects after surgery and speech therapy?	
9.	What are your willing or hopes and targets in learning English for now?	
10.	Do you join the language community on campus?	
Learning Strategy		
11.	What strategy do you use to master English? (includes 4 skills)	
12.	What strategy do you use in mastering speaking skills? Why do you use this strategy?	
13.	What's the ineffective method you've ever used? Why is this method ineffective?	
14.	How do you improve your speaking skills inside and outside of class?	
15.	What are the differences between learning English in the classroom and outside the classroom	
16.	Mention the tools that really support you in learning English, why are these tools so useful	
Elements of Language		
19.	How did you first understand someone speaking a foreign language? (cognitive aspect)	
20.	How many vocabularies do you memorize in one learning process?	
21.	How do you know the correct pronunciation for speaking?	
22.	What accent do you often use between British and American? Why?	
23.	Do you pay attention to grammar when you speak? Why?	

Psychological Aspect		
24.	Have you ever getting unfair treatment from teachers?	
25.	Have you ever getting unpleasant treatment from family?	
26.	How do you deal with them?	
Challenges in learning English		
27.	What challenges did you face when learning English, especially speaking skills?	
28.	How do you face the challenges in learning English?	

c. Documentation

Documentation was a data collection technique by searching, collecting, and studying documents relevant to research in the form of archives and other literature.⁵⁴ While the documentation of this research, researcher used data or documents related to cleft-lips sufferer, interview transcripts, and profiles of research objects through other documents or archives.

E. Technique of data analysis

Analyzing case study data was difficult because the strategies and techniques have not been well identified. But every research should begin with a general analysis strategy that contains priorities for what to analyze and why. Likewise with case studies, therefore Creswell begins his presentation by revealing three qualitative research analysis strategies, namely: analysis strategy according to

⁵⁴ Wahyuningsih.

Bogdan & Biklen (1992) Huberman & Miles (1994) and Wolcott (1994).⁵⁵ In this case the researcher used the data analysis model proposed by Huberman & Miles. This model uses 3 main components, they were (1) data reduction, (2) data presentation, and (3) conclusion/verification. The three main components contained in the qualitative data analysis must be presented in the qualitative data analysis, because the relationships and linked between the three components need to be continuously compared to determine the direction of the content of the conclusions as the final result of the research.

a. Data Reduction

In data reduction the researcher carried out the process of selecting or selecting, focusing attention or focusing, simplifying, and abstracting from all types of information that support the research data obtained and recorded during the data mining process in the field. In this case the researcher carried out activities to select data that has been collected from data sources. These data focused on learning speaking strategy by a cleft-lip sufferer.

b. Data Display

Data presentation was a collection of information that gave the researcher the possibility to draw conclusions and take action. The

⁵⁵ Wahyuningsih.

purpose of displaying data or presenting this data was to answer research problems through the process of data analysis. The activity carried out by researcher in this process was to present the results of reports from reduced data in narrative form. The data presented in this study were in the form of interview results from a cleft-lips sufferer who has above average speaking skills.

c. Conclusion Drawing/Data Verification

Drawing conclusions was an activity of interpreting the results of analysis and interpretation of data which is then summarized in a straightforward and concise language so that it is easy to understand.⁵⁶ The last activity carried out by the researcher was drawing conclusions from the results of interviews with informant. In this case, it was concluded the strategies and processes of learning speaking with cleft-lips sufferer.

F. Validity Of Data

The validity of the data in qualitative research was the degree of accuracy between the data that occurs in the research object and the power that the researcher can report. According to Creswell and Miller, validity is based on

⁵⁶ Nugrahani.

certainty whether the research results are accurate from the point of view of researcher, participants, or readers in general.⁵⁷

This study used triangulation as an approach to achieving data validity. Triangulation was a combination or combination of various methods used to examine interrelated phenomena from different points of view and perspectives. According to Norman K Dankin, triangulation is divided into four types, namely 1) method triangulation, (2) inter-researcher triangulation (if the research is carried out with groups), (3) data source triangulation, and (4) theoretical triangulation.⁵⁸

This research used a combination of method triangulation and data source triangulation, which using the observation method carried out by the researcher themselves while being a branch (*Rayon*) assistant in the dormitory, as well as exploring the truth of information using interview results from various sources, they were informant friends in the dormitory, informant friends in high school, supervisor of the MLC (Ma'had Language Club) English debate group, a conversation teacher or morning English class at Ma'had Al-Jami'ah. The results obtained were close to the truth through various perspectives or views and different methods in this validity process.

⁵⁷ John W. Creswell & Dana L. Miller, 'Determining Validity in Qualitative Inquiry', *Oxford Research Encyclopedia of Psychology*, October 2012, 2020, 37–41 <<https://doi.org/10.1093/acrefore/9780190236557.013.485>>.

⁵⁸ Norman K. Denzin, 'Triangulation', *The Blackwell Encyclopedia of Sociology*, 2007 <<https://doi.org/10.1002/9781405165518.wbeost050>>.

CHAPTER 4

RESULT AND DISCUSSION

Based on the results of data collection using interviews and documentation methods that researcher conducted on research subjects, researcher can present data related to the learning speaking skills strategy by a patient with cleft lips. From the results of data collection, researcher can described as follows:

A. RESULT

1. Learning strategy used by the sufferer to learn speaking skills

a. Peer Conversation

In mastering speaking skills, the informant used various ways to be able to practice what she had learned, one of which was by forcing her friends to interact with them using English when she was in high school.

“I’ve read a theory that the best speaking practice is practicing with peers. But in my environment it’s still a little who practicing their English as second language. So the alternative is forcing my friends to speak English when I was junior high school”

However, during college, the informant tried various ways to improve their abilities; at the beginning of the semester, the informant did not have friends that matched their interest in

language, but during the second semester, the informant had friends with whom she could practice their speaking abilities. So during the first semester, the informant used several alternative strategies: making daily vlogs uploaded on his personal Instagram platform and then asking for feedback from his followers.

“When I was in Ma’had (semester 1) I didn’t find anyone to practicing English with me, so I finally used my handphone as a tool for practicing my speaking skills.”

Peer conversation is also applied to one of the activities in the morning conversation class at Ma’had Al-Jami’ah. According to the narrative from the teacher in the conversation class with the initials "I," the informant was the most active student in the morning conversation class.

“The informant was one of the most active students in my class, always sitting at the front and paying attention to the teacher delivering the material; she also answered questions in great detail and critically. In addition, she also has vocabulary mastery, so her speaking skills are superior to her friends in class.”

b. Learning speaking through Youtube

The informant also uses Youtube as a tool to help learn English. Informant subscribe to several useful channels to improve her speaking and listening skills. Some of these channels are Linguamarina which was subscribed to in 2019, and several other channels such as TED-Talks, and Zhafiraiha.

“I also used YouTube as a tool to watch many vlogs. The channels that I often watch are the Linguamarina and Zhafiraiha Channels to watch her lecture vlogs and her daily life at Harvard University.”

This is in accordance with the informant's explanation that she is a student with an auditory learning style, so that it is easier for informant to learn using audio-visual media or learning instruments.

“Actually I’m okay with those 3 kinds of learning style but, in learning language I prefer being auditory learners”

The participant likes listening to IELTS and TOEFL Listening questions on YouTube besides watch the vlogs and English tips on the several channels mentioned.

“I liked to listen to vlogs on YouTube as previous explanation. Besides that, I also often listen to IELTS and TOEFL Listening Test”

c. Learning speaking through Instagram

In this case, the informant uses Instagram as a medium for watching daily life vlogs of native speakers and analyzing how she speak and convey something.

“The main tool that I use is the handphone. And the favorite app that I use the most is Duolingo. Besides that, I’m an active user on Instagram to watch Native Speaker vlogs.”

The informant also used Instagram as a medium to practice her speaking skills by making a video portrait of her self while learning speaking skills.

“I learned speaking by creatign my daily vlog there using English, then I uploaded it on Instagram Story and look forward to receiving feedback from my Instagram Story viewers.”

The informant told that it increasing her confidence after create some videos and uploaded them on instagram.

d. Learning Through Duolingo

In using Duolingo, informant actively learn to use the Duolingo application in 2019 by allocating 15 minutes to play Duolingo games in the morning and at night. Duolingo is also an application that is often used by informant as an effective learning media.

“I started to be an active user of Duolingo and tried to be consistent since I was in class X in high school (allocating 15 minutes in the morning and evening to play the Duolingo app), and the application that I use the most is Duolingo.”

2. The engagement toward learning speaking strategy

a) The engagemet of social school environment

The informant interested in learning English was when she was in secondary school (SMP) in 2017, where the informant had a friend who was very smart and mastered all skills in English.

besides that, her friend had a significant positive impact on the informant so that the informant thought that she had to learn a lot, especially learning English with her friends.

“When I was in grade 8 junior high school, I had a classmate and her English was really good, and for student at her age that was amazing. My friend was also often praised by my teacher, my friend mastered all skills in English. And I, as her chairmate, feel that I was too dependent on my friend. So I thought that my friend had a good impact at the time, I was also motivated to learn English because of her.”

Meanwhile, in the process of learning speaking skills during lectures, informant often took part in campus student activity units engaged in improving English, as well as several competitions in the field of language that had been attended by informant.

“Currently I participate in several language campus student activity such as LSB (UKM-F FITK), WEC (UKM-U), and MLC (UKM Ma'had Al-Jami'ah Language), Alhamdulillah I have also won as 2nd winner in the competition between faculties in the English Debate race at Korelasi as known as Orsenik.”

Another statement was conveyed by the supervisor of the English debate club of Ma'had with the initials T, that the informant had high motivation to participate in the training process every week, and even the informant was among the students who spoke the most fluently because she had an extensive vocabulary mastery.

“I admitted that she was earnest; for the English debate athletes at Ma'had, there was three personnel in the MLC debate, and she was the only student who came from the front building (a

different building); she always arrived on time. Moreover, timeliness indicates that she is serious about participating in this English MLC debate. Apart from being here, she also took part in the English debate outside the dormitory environment, one of which is that at this time, she has already passed several stages in the OASE competition for the English debate competition.”

Furthermore, the informant explained that in the learning process, the informant had never experienced bullying or unpleasant actions by the teacher or his friends.

"Alhamdulillah, I have never received unfair treatment from teachers or friends. In fact, I got supportive friends or circles in middle school, which made it easier for me to learn English”

b) The engagement of family

The informant has an excellent social environment for her growth process as EFL learners. In her childhood, the informant was required to be elegant and graceful like women, apart from that her parents educated the informant in a strict and disciplined manner (strict parents). According to her, parents play the most important role in the process of growth and brain development.

“The role of my parents is very important in my life, especially when I was growing up. My parents demanded me to be a graceful girl, well-mannered, well-dressed and elegant. They were strict to me, teach me how to greet people, interact with other people. But now my parent aren't strict as it was when I was little girl”

The informant is also surrounded by friends who are supportive of learning English. During the junior and senior high

school years, the informant met good friends and never underestimated the informant in learning even though the informant had uniqueness and differences from other friends.

“Meanwhile, the role of friends is also very important to increase my learning motivation while at school because I am very interested in learning English because of my friend.”

In addition, the informant also got teachers who provided a good introduction to English material during class.

“The role of the teacher is pretty good for me to provide good introduction to English material.”

c) The engagement of technological development

The informant was someone who liked watching anime and YouTube which made it easier for the informant to obtain information, this might open her insight and she knew the outside world better. This was what made the informant interested in foreign cultures, one of which was learning English. In addition, the source liked anime, which at that time only used English subtitles, because subtitle services in Indonesian were very limited at that time. This made her determination to explore English further.

“Apart from that, I am also starting to get to know Youtube and other social media which make it easier for me to access a lot of information. From there I was interested in several cultures in other country, especially anime. But at that time anime services with Indonesian subtitles were very limited, the majority still used

English as the language of instruction. At that time my friend then advised me to learn English so that I would understand the anime that I watched.”

d) The way the sufferer mastering element of speaking

In terms of grammar, the informant did not pay too much attention or were strict with grammar rules when speaking, especially when making vlogs, because EFL learners prioritize courage and mentality in speaking foreign languages when learning speaking skills. However, the informant also adjusted to the existing context for the urgency of the grammar itself.

"It depends on the context, when I make a vlog I pay less attention to grammar structure, because in my opinion the thing that must be mastered when practice speaking in second language is the courage to speak, or the mentality of saying something first rather than grammar structure, in my opinion the more long we learn it will fix all the grammatical errors”

In terms of vocabulary, the informant often memorized vocabulary according to the theme she determined herself, when the informant was still in high school, the informant memorized 80-90 vocabularies in one learning process.

"At the beginning of learning English language I used to memorize a full page of vocabularies, approximately 80-90 vocabularies in a time"

In terms of pronunciation, the sources obtained information on how to pronounce the pronunciation correctly from Google Translate, and online dictionaries such as Oxford and Cambridge.

“I learned form Google Translate, seldom opened online dictionary such as Oxford and Cambridge”

In terms of accent, the informant has studied 2 accents, both the British accent and the American accent. The informant learned the British accent at the beginning of learning English because the informant studied IELTS before TOEFL. Then in 2020, the informant studied the American accent after getting insight from her friends.

“Because I studied IELTS earlier than TOEFL, the accent I used for the first time was British. In 2020 I got insight from my friends that in Indonesia the majority use American accents, and the average college test uses TOEFL, so I switched to studying American accents until now. The reason I studied IELTS first was because access was easier to spread on the internet.”

e) Surgery and speech therapy effect

The informant had surgery when she was 4-5 years old 2 times, and the operation have been done several times, the impact of the operation was a deep scar in the form of a hole connecting the palate and nose. Back when she was young a little girl the scar was small, but as she got older the scar got bigger. However, after doing the operation, the informant' ability to speak was faster than her physical abilities compared to children of her age.

“When I was a child, I had 2 times of surgery. I happened when I was 4-5 years old, and there’s a scar in the form of a hole that connects the palate and nose as the effect of the surgery. In

the past, when my I was a child, the scar was small, but as I got older, the scar got bigger.”

Furthermore, the informant explained further explanation

“From the stories and experiences witnessed by my mother, after I got my surgery the speak ability was faster than my physical abilities (some children have faster physical abilities such as being able to walk first, rather than speaking) but I am the other way around. There is also a slight difference and improvement after I had the surgery”

B. DISCUSSION

1. Learning strategy used by the sufferer to learn speaking skills

From the results above it shows that the informant conducted peer conversation by forcing her peer to practice her speaking skill at the school outside the curriculum or class activity. The informant is an ambitious student, so she looks for friends who have the same vision and mission. Based on her thought, talking to peers is a very effective thing to improve speaking skills, because students tend not to be shy when practicing her English in front of peers, rather than in a classroom that is in the spotlight of many people and criticism and suggestions from teachers. This is what makes the informant less confident at first, but over time, the informant feels helped and challenged to continue to improve her English as well skills. According to Francisco (2014) in her research entitled *The Role of Positive Peer Interactions and English Exposure in Spanish-speaking Preschoolers' English Vocabulary and Letter-Word Skills*, shows that

peers are very influential on the ability and development of English vocabulary for EFL learners,⁵⁹ Besides, peers are useful for the development of the socialization process and introduction to culture.⁶⁰ In another study conducted by Hasnani (2020) showed that peer assessments carried out among fellow EFL learners had a good impact on improving speaking skills. This is because good relations between students can provide comfort and positive energy given to each other so that the ecosystem in a learning process can be balanced.⁶¹ In this case, there are several benefits that can be achieved by students when they have peer conversation, including increasing motivation because it meets students' need for connectedness when they work with peers and other adults. As students work toward a common goal and feel jointly accountable for their success, efficacy and social purpose are enhanced. Second, because some group members may be more proficient in skills, or have more prior knowledge or different talents than others, concerted effort can reduce feelings of inadequacy. Third, collaboration can benefit cognitive engagement because students are

⁵⁹ Francisco Palermo and Ariana M. Mikulski, 'The Role of Positive Peer Interactions and English Exposure in Spanish-Speaking Preschoolers' English Vocabulary and Letter-Word Skills', *Early Childhood Research Quarterly*, 29.4 (2014), 625–35 <<https://doi.org/10.1016/j.ecresq.2014.07.006>>.

⁶⁰ Shoshana Blum-Kulka and Catherine E. Snow, 'Introduction: The Potential of Peer Talk', *Discourse Studies*, 6.3 (2004), 291–306 <<https://doi.org/10.1177/1461445604044290>>.

⁶¹ Hasnani Hasnani and Muh. Hosni Mubarak, 'The Use of Peer-Assessment in Enhancing ESP Students' Speaking Ability', *Ethical Lingua: Journal of Language Teaching and Literature*, 7.1 (2020), 74–81 <<https://doi.org/10.30605/25409190.135>>.

encouraged to explain, clarify, debate, and critique their ideas.⁶² The important thing as the previous method, the learning strategy that uses YouTube as the main instrument is very effective for improving the English of EFL learners. Youtube is a website on the internet that provides several interactive videos for its users. Today Youtube videos are very massively used in various ways, one of which is in the field of education. By using Youtube students can access a lot of information through short English videos, films, and English tutorials.⁶³ The informant followed several YouTube channels which she found interesting, such as daily life and foreign culture. This is what makes the informant thought that YouTube is a very crucial learning media. While the the role of Youtube for the informant is so important which motivate the informant to curious and look for the other countrys' culture. Besides that, the role of Youtube exactly is so big nowadays and it offer enormous educational videos based on informal and formal channel there. It also provides its user to watch the video free.⁶⁴ The Youtube also enhancing the students' motivation to learn the target language, it makes the students confident in

⁶² Phyllis C. Blumenfeld, Toni M. Kempler, and Joseph S. Krajcik, 'Motivation and Cognitive Engagement in Learning Environments', *The Cambridge Handbook of the Learning Sciences*, January 2006, 2012, 475–88 <<https://doi.org/10.1017/cbo9780511816833.029>>.

⁶³ Putu Enik Kristiani and Diah Ayu Manik Pradnyadewi, 'Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills', *The Art of Teaching English as a Foreign Language*, 2.1 (2021), 7–11 <<https://doi.org/10.36663/tatefl.v2i1.97>>.

⁶⁴ Julia Sishchuk, Irina Oblova, and Marina Mikhailova, *The Comparative Analysis of the United Kingdom and the Russian Federation Occupational Standard Development, Lecture Notes in Networks and Systems*, 2020, cxxxı <https://doi.org/10.1007/978-3-030-47415-7_86>.

speaking English in front of their friends during class activity because YouTube provides many features and videos authentically from native speaker, thus makes the students motivated being fluent as the native speaker.⁶⁵ The use of Youtube also has a lot of potential given to children who have disabilities, or cleft lips such as informant. These potentials include YouTube being able to produce moving images with sound that makes it easier for the deaf and speech impaired to understand educational content in a video. In cases such as cleft-lips informant, YouTube had a huge impact on learning resources such as how sounds are produced or the pronunciation of words in English, as well as providing positive psychological support when informant play motivational videos.⁶⁶ In the other hand, informant also used Youtube to improve her listening skill, by practicing literacy skills from listening test videos which available on Youtube. Many previous studies have explained the effectiveness of YouTube as a means of practicing listening skills, such as a study entitled YouTube Videos in Teaching Listening: The benefits in Experts' Views. In this study it was found that students were more interested in explanations and moving visual media, with speakers by native speakers. The informant

⁶⁵ Rahmi Akmal Hussin, Sofyan A Gani, and Asnawi Muslem, 'The Use of Youtube Media Through Group Discussion in Teaching Speaking', *English Education Journal*, 13.1 (2022), 33–45.

⁶⁶ Emily C. Bouck, *Chapter 6 Technology and Students with Disabilities: Does It Solve All the Problems, Advances in Special Education* (Elsevier, 2010), xx
<[https://doi.org/10.1108/S0270-4013\(2010\)0000020009](https://doi.org/10.1108/S0270-4013(2010)0000020009)>.

did the same thing when learning listening skills, namely listening intensely to how native speakers create the sound.⁶⁷

Same as the role of Youtube, instagram also enhance the informant to speak English with her own account. Instagram is a social media platform that makes it easy for its users to be able to communicate and provide the user to build community. Today, Instagram is not only a social media platform, but just like YouTube, Instagram has reached various aspects of life, one of them is the educational aspect. Instagram provides interesting features so it can increase the motivation of its users to learn.⁶⁸ It more effective because the Instagram provides many features, one of the features is allowing its user to upload short video, it gives easily access to its user to create some videos. Besides that, Instagram gives its user freedom to connect each other in a grup chat platform. It makes the user easily connect with new friends around the world, and break the distances limit. Several other studies showed that Instagram can be used as a very effective instrument to improve English language skills for EFL learners, even in almost all English skills.⁶⁹ Besides that, Duolingo application makes its users can explore independently to learn the target language, thus making their users more comfortable in

⁶⁷ Lidia Puspa Ayu, 'YouTube Videos in Teaching Listening: The Benefits in Experts' Views', *Research in English and Education (READ)*, 1.2 (2016), 152–60.

⁶⁸ Hanip Pujiati, Zahra, and Ellis Tamela, 'The Use of Instagram to Increase Students' Motivation and Students' Competence in Learning English', 335.ICESSHum (2019), 651–56 <<https://doi.org/10.2991/icesshum-19.2019.103>>.

⁶⁹ Ali Erarslan, 'Instagram as an Education Platform for EFL Learners', *Turkish Online Journal of Educational Technology - TOJET*, 18.3 (2019), 54–69.

learning.⁷⁰ The other study have also explained that Instagram provided authentic, learner-generated language content that enhances student learning, confidence, and motivation through collaboration.⁷¹ Except the Intsgram and Youtube, the informan also use Duolingo as the tool for enhancing her speaking skill. Duolingo is the world's largest online language-learning platform. With adaptive learning systems and techniques learning experience will be more fun and effective, and completely free.⁷² The problem often faced by EFL learners is the lack of motivation to learn caused by several factors, including the lack of variety of methods used by teachers in explaining material to students. The same problem faced by informant, that teachers only emphasize learning writing and reading, but pay less attention to speaking skills, teachers only focus on how students understand the material as a whole and with very general methods, so that students are not confused with the entire material given. Duolingo provides many features that can support language learning for EFL learners, because the language skills learned in this application are quite complete, ranging from listening, writing, speaking, grammar and vocabulary, besides that this application is relatively lightweight

⁷⁰ Alvons Habibie, 'Duolingo As An Educational Language Tool To Enhance EFL Students' Motivation In Learning English', *Jurnal Bahasa Dan Literature*, 9.1 (2020), 13–26.

⁷¹ Masood Badri and others, 'School Performance, Social Networking Effects, and Learning of School Children: Evidence of Reciprocal Relationships in Abu Dhabi', *Telematics and Informatics*, 34.8 (2017), 1433–44
<<https://doi.org/10.1016/j.tele.2017.06.006>>.

⁷² Alvons Habibie.

so it does not burden the phone device to be able to access it.⁷³ The use of mobile applications can make students interested during the class, this is in accordance with the features provided by a very diverse mobile application. It can create some vibes which increasing students' motivation to learn English. Learning English using mobile applications is creative and systematic efforts to stimulate interest in learning and create experiences that can help students' learning process so that they are not easily bored to follow the learning process.⁷⁴ Duolingo is an suitable application for use outside of school hours, the same case was done by her that informant spend time playing Duolingo at home. In a study conducted by Fauzan (2020) it was found that students are more interested in doing Duolingo-based homework, so it can be concluded that Duolingo media can be applied by students to complete English assignments at home because it makes students excited and interested in doing homework by Duolingo.⁷⁵ And from all thee explanation it can be concluded that almost all strategies were matched with visual and auditory learner as the informant explained in the interview that she was auditory and visual learner. In her explanation, the informant said that she could adapted to all learning styles, but what was most often used to improve her ability to speak English was media that was sensitive and

⁷³ Alvons Habibie.

⁷⁴ Ari Irawan, Agus Wilson, and Sutrisno Sutrisno, 'The Implementation of Duolingo Mobile Application in English Vocabulary Learning', *Scope : Journal of English Language Teaching*, 5.1 (2020), 08 <<https://doi.org/10.30998/scope.v5i1.6568>>.

⁷⁵ Fauzan Usman Kasim, 'Exploring the Implementation of Duolingo Media for Assignment in Learning English', *English Education Journal*, 11.2 (2020), 288–301.

effective for EFL learners who have auditory and visual learning styles. Strengthened by the habits of informant in the process of learning speaking skills, informant always uses media in the form of digital platforms on the internet. In this case the informant has known her learning style and adapted it into the appropriate learning strategies as previous explanation.

2. The engagement toward learning strategy

The informant engagement of learning strategies comes from several sides, including external factors related to learning actors. In this study the researcher found several factors that influenced the informant engagement in learning English and improving her speaking skills. Among them were school environment, supportive family, and engagement of information technology development. In several studies, motivational factors originating from the student's environment greatly influence the behavior and attitude of students, because the family is the closest community to students, the good and bad of students is greatly influenced by how their family conditions are.⁷⁶ Meanwhile, school environment factors also affect the condition of the student in the school, these factors include educators, friends, the school community, and the school climate. The influence of the school environment is very influential on the academic development

⁷⁶ Oktaviani Pratiwi Wijaya, 'Effect of Learning Motivation , Family Factor , School Factor , and Community Factor on Student Learning Outcomes on Productive Subjects', *Jurnal Pendidikan Bisnis Dan Manajemen*, 3.3 (2012), 197.

of students, if the school has complete facilities and security guarantees such as the lack of bullying and bullying for its students, then the teaching and learning process will be easier and a good output produced by the school will be formed.⁷⁷ In the case of this study, informant had conducted school characteristics so that informant never get bullying from their friends or teachers, thus affecting the informant's engagement to practice her learning strategy at school. Whereas in the language learning process when the informant was in college it was very varied, one of which was participating in a student activity unit engaged in language on their campus, namely UIN Walisongo Semarang. At UIN Walisongo itself the Student Activity Unit is divided into 2 types, namely UKM-U and UKM-F, UKM-U covers all members of the university, while UKM-F only covers members from the faculty. Informant attended 2 UKM-U engaged in improving English, namely WEC. Walisongo English Club (WEC) is a community that focuses on learning English.⁷⁸ Meanwhile, another community that was joined by the informant was UKM-F LSB (Language Study Institute) which is an organization part of the Student Activity Unit (UKM) at the Tarbiyah and Teacher Training Faculty (FITK) UIN Walisongo Semarang which focuses on improving English and Arabic. The community plays a very active role in research conducted by Kristen M Hummel (2016) states that

⁷⁷ Ulviye Isik and others, 'Factors Influencing Academic Motivation of Ethnic Minority Students: A Review', *SAGE Open*, 8.2 (2018)

<<https://doi.org/10.1177/2158244018785412>>.

⁷⁸ <https://amanat.id/> (accessed on 5/10/2023)

students who take part in communities and language courses on campus will make these students more active and confident, and their linguistic abilities will increase. This is because the community is an association of several people who have the same talent interests and have the same goals, so as to create a conducive environment for development.⁷⁹ One that plays a role in the mental formation and motivation of informant is peer pressure. Peer pressure refers to the influence exerted by peer groups in encouraging a person to change his attitudes, values to suit group norms. Several studies explain that students who have friends with bad behavior such as drug addicts also have poor performance at school.⁸⁰ In this case the informant has a good environment and influence from his friends and strong support from his family. This makes the informant have conditions that support them to develop English skills. While other factors that influence the informant are the development of information and communication technology. Information and communication technology makes EFL learners look for sources of information independently or use the method they prefer. In this case, information and communication technology makes it easier for sufferers to access

⁷⁹ Kirsten M. Hummel, 'Target-Language Community Involvement: Second-Language Linguistic Self-Confidence and Other Perceived Benefits', *Canadian Modern Language Review*, 69.1 (2013), 65–90 <<https://doi.org/10.3138/cmlr.1152>>.

⁸⁰ Daniel K Korir, 'The Impact of School Environment and Peer Influences on Students' Academic Performance in Vihiga County , Kenya', *International Journal of Humanities and Social Science*, 4.5 (2014), 240–51.

information related to suitable learning methods.⁸¹ The way the sufferer learned the element of speaking also used effective strategies based on her abilities. Such as in the terms of grammar, the informant didn't too took attention when she practiced her English, this because when she took much attention to grammatical rules, it made her insecure with the bad grammar, so she was learning another skill of English too in order to improve her grammatical ability, in another hand in terms of vocabulary, the informant often memorized vocabulary according to the theme she determined herself, when the informant was still in high school, the informant memorized 80-90 vocabularies in one learning process. In term of pronunciation, the sources obtained information on how to pronounce the pronunciation correctly from Google Translate, and online dictionaries such as Oxford and Cambridge. While in the term of accent, the informant has studied 2 accents, both the British accent and the American accent. The informant learned the British accent at the beginning of learning English because the informant studied IELTS before TOEFL. Then in 2020, the informant studied the American accent after getting insight from her friends.

All the strategies that applied by the informant are very useful for the informant herself in improving their speaking skills. The peer

⁸¹ Hamza Alshenqeeti, 'Motivation and Foreign Language Learning: Exploring the Rise of Motivation Strategies in the EFL Classroom', *International Journal of Applied Linguistics and English Literature*, 7.7 (2018), 1
<<https://doi.org/10.7575/aiac.ijalel.v.7n.7p.1>>.

communicative method was considered effective because there was an interaction that benefited both parties, where the informant and her partner both had the goal of being active in speaking English. In addition, learning methods that utilize information and communication technology were also effective because communication and information technology-based learning only requires cellphones and internet data as learning instruments and media. In addition, learning methods that utilize information and communication technology were not bound by the school curriculum and informant chose the method freely according to her abilities. In addition, this method can also be used by anyone at any time. Strong support system is important too in developing language skills, in this case the informant was surrounded by a supportive environment which allows her to design her own methods used to master several language skills. In addition, this study describes several methods conducted by the informant independently to improve her skills in English. The limitation in this research is that only 1 informant interviewed in searching for data, this is because the scope of this research is limited to one place, namely researcher at Ma'had Al-Jami'ah Walisongo. In addition, the method used by the informant is not necessarily suitable for other students who have the same case as the informant, namely cleft-lips sufferer. In this case, there's no specification of the purpose of material, because these methods are applied for self-taught learning by informant so that the material to be studied cannot be structured specifically.

This study implies that cognitive engagement through peers among student is very important to build their communication skill, especially for EFL learners in learning speaking skill, so the school have to conduct the comfortable social environment at school in order to create health relationship especially for people with cleft-lip. Besides technological developments need to be integrated into the teaching and learning process by paying attention to the type of curriculum and content for English as Second Language. Moreover, the effectiveness of IT technologies is closely related to how they are implemented into teaching and learning processes because certain technologies are more suitable for different teaching environments. Teachers also have to adapt to the developments of information and communication technology to upgrade themselves in dealing with students so that students will be excited and not be bored with rigorous methods based only on textbooks. Another one is that understanding the learning styles is crucial; the teacher has to observe students' learning styles more sensitively, especially those with speech disorders such as cleft lip so that teachers will more readily apply them to appropriate learning methods. However, before integrating the method, it must be a systematic evaluation effort to interpret the effectiveness of large-scale comprehensive use of technology to support language learning.

Based on the previous explanation, it can be seen that many factors and methods engaged the development of EFL learners, especially cleft-lips sufferer. Among them are the social factors that

exist in the school and the role of the family in it. All school members must be responsible for the school environment, and they have to cooperate to create a conducive, supportive, and safe school environment for all students studying there because this dramatically influences students' behavior, learning motivation, and achievements. Parents must also work closely with the school to bring a supportive and comfortable environment at home because parents and teachers are part of the student's growth and intellectual development to a higher level. In learning methods to improve other skills in English, there are several implications, including the translation method teachers can use to improve reading skills in the classroom. However, this must also adjust to the abilities of the EFL learner. The translation method can be developed using information and communication technology. Meanwhile, the diary writing method is also effective for improving EFL learners' ability to write recount text. So it takes teacher skills to develop several learning methods using information and communication technology to make it attractive for students to learn languages.

CHAPTER 5

CLOSING

In this chapter the researcher explains the conclusions of the learning strategies used by the cleft-lips sufferer, besides that in this section, the researcher put the suggestions for further research.

A. Conclusion

Based on the results of the research above, the researcher provide the following conclusions:

First the peer conversation was the first strategy used by the informant to practice his speaking skills when the informant was in high school, learning styles awarness for cleft lip sufferers are also needed and honed from an early age; the people and environment around them must being their support system. Besides that information and communication technology play a huge role as the primary media in the learning process of informant. As a sufferer of cleft lips, informant use several information and communication technology tools, including the internet and platforms like Youtube, Instagram, and Duolingo games.

Second, the engagements toward learning speaking strategies devided into several parts from school social environment, the engagement of family support, the engagement of technology development, also the impact of surgery. In addition to good motivation, a good environment also increases

student achievement. The most important was how the sufferer motivated herself to improve her skill in English in many ways or strategies.

B. Suggestions

Based on the results of research and observations regarding the speaking skill learning strategies by a cleft-lips sufferer, the researcher provided the following suggestions:

1. For people with cleft-lips or other disabilities, to keep developing their potential, because each of us is special and has own strengths that no one else has the similar strength. Patients with cleft lips are also expected to be more aware of the learning styles that are suitable for them, making it easier for sufferers to make the right plans to create their own learning strategies outside of teaching and learning activities at school.
2. For teachers to be responsible for educating students with the best strategies and methods to entertain students so they are interested and enjoy participating through the teaching and learning process, because teachers are the main educators for students in schools. In addition, the process of continuously adapting to information and communication technology is necessary for self-upgrading. Teachers are also expected to know the learning styles of people with cleft lips or students with other special needs. This will make it easier for the teacher to convey the material because it uses the appropriate method. In this case the teacher's creativity and innovation is needed, because it is not easy to

develop learning methods that can be understood well by several learning styles of students, especially EFL learners.

3. Suggestion for further researcher to look for more informant or raise other issues about the uniqueness of a person with several advantages so that more information will be obtained and to add to variable research, not only focusing on strategies and methods but also relating to other aspects of the world of education.

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APPENDIX

INTERVIEW RESULT

Interviewee profil :

Name : LPK
Birthplace : Kudus, Central Java
Birth date : 20th of July 2004
Age : 18 y.o
Siblings : 2 siblings
Major : Manajemen Pendidikan Islam (MPI)
Domicile : Ma'had Al-Jamiah UIN Walisonngo

Appendix 3.1 Interview on 14th of March 2023

No	Question	Answer
1.	What makes you interest in learning English? Especially speaking?	<i>“Waktu SMP kelas 8 saya punya teman sekelas yang bahasa Inggrisnya bagus bgt, dan untuk anak-anak seusia dia itu merupakan hal yang luar biasa. Teman saya ini juga sering dipuji-puji oleh guru, teman saya juga menguasai all skill in English. Dan saya sebagai teman sebangkunya merasa terlalu menggantungkan diri saya ke teman saya ini. Karena saat itu saya berpikir bahwa teman saya ini membawa dampak baik, maka saya juga termotivasi untuk belajar bahasa Inggris karena dia. Selain itu saya sata itu juga sudah mulai mengenal Youtube dan media social yang memudahkan saya untuk mengakses banyak informasi. Dari situ saya tertarik</i>

		<i>dengan budaya luar terutama anime. Tapi saat itu layanan anime dengan subtitle Indonesia sangat terbatas, mayoritas masih menggunakan bahasa Inggris sebagai bahasa pengantar. Saat itu teman saya kemudian menyarankan saya untuk belajar bahasa Inggris biar saya paham dengan anime-anime yang saya tonton.”</i>
2.	Since when did you learn English?	<i>“Saya mulai menekuni untuk belajar Bahasa Inggris mulai kelas 8, yaitu pada tahun 2017 akhir, lalu mulai subscribe beberapa chanel untuk belajar Bahasa Inggris sekitar tahun 2019, dan saya mulai aktif di duolingo dan berusaha konsisten saat saya kelas X di bangku SMA (mengalokasikan waktu 15 menit saat pagi dan malam untuk memainkan aplikasi duolingo)”</i>
	Where did you learn English usually?	<i>“media utama yang saya gunakan adalah handphone. Dan aplikasi yang paling sering saya gunakan adalah Duolingo. Selain itu saya juga aktif di Instagram untuk menonton vlog Native Speaker. Selain itu saya juga sering menggunakan YouTube sebagai sarana untuk menonton Vlog. Channel yang sering saya tonton adalah Channel Linguamarina dan Zhafiraiha untuk menonton vlog kuliahnya dan daily life dia di</i>

		<i>Harvard University.”</i>
3.	What is the role and contribution of your parents in learning English?	<i>“Peran orang tua saya sangat penting dalam hidup saya, terutama dalam masa pertumbuhan saya. Orang tua saya menuntut saya untuk menjadi wanita yang anggun, sopan, santun, dan elegan. Orang tua saya merupakan strict parent, saya di ajarkan bagaimana menyapa orang, berinteraksi dengan orang lain dengan cukup keras. Namun saat ini sudah tidak terlalu keras seperti saat saya kecil”</i>
4.	What is the role of your peers in learning English?	<i>“Sedangkan peran teman juga sangat penting dalam menumbuhkan motivasi belajar saya saat di masa sekolah karena dari teman saya, sampai sekarang saya sangat tertarik dalam belajar bahasa Inggris.”</i>
5.	What is the role of you teacher in learning English?	<i>“Peran guru menurut saya fluktuatif, kita tidak selamanya mendapatkan guru yang sesuai ekspektasi, ada guru yang baik dan ada pula yang kurang dalam menerangkan materi di sekolah, namun peran guru cukup bagi saya untuk memberikan pengantar materi Bahasa Inggris dengan baik, selebihnya niat dalam belajar balik lagi ke individu masing-masing.”</i>
6.	Have you ever received treatment such as surgery or	<i>“Sejak kecil saya sering dioperasi 2 kali dan efek dari operasi itu</i>

	speech therapy? And when did it happen?	<i>adalah bekas berupa lubang yang menghubungkan antara langit-langit dan hidung. Dulu saat saya kecil lubang itu kecil, namun semakin bertambahnya usia saya lubang itu semakin membesar.”</i>
7.	What are the effects after surgery and speech therapy?	<i>“Dari cerita dan pengalaman yang diaksikan oleh mama saya, setelah menjalankan operasi kemampuan berbicara saya lebih cepat daripada kemampuan fisik saya (beberapa anak ada yang kemampuan fisiknya lebih cepat seperti bisa berjalan dulu, daripada berbicara) namun saya sebaliknya. Ada juga sedikit perbedaan dan perkembangan setelah saya melakukan operasi”</i>
8.	What are your willing or hopes and targets in learning English for now?	<i>“Target saya saat ini dalam belajar Bahasa Inggris adalah aktif di English Debate. Saya tertarik English Debate saat kuliah. Sebenarnya saya tertarik antara Speech dan Debate tapi setelah saya bekonsultasi dengan saudara saya, saya memilih English Debate. Dan Alhamdulillah saya pernah mendapatkan juara 2 dalam kompetisi antar fakultas di perlombaan English Debate saat Orsenik.”</i>
9.	Do you join the student activity at campus?	<i>“Ya, saat ini saya mengikuti beberapa UKM bahasa di kampus seperti LSB (UKM-F Bahasa FITK), WEC (UKM-U Bahasa), dan MLC (UKM Bahasa Ma’had Al-Jami’ah)</i>

Topic : Methods and strategies

Appendix 3.2 Interview on 6th of April 2023

No	Questions	Answers
1.	What method do you use to master English? (includes 4 skills)	<p><i>Reading : “Saya mulai dapat mengetahui metode reading dengan baik saat kelas 7. Saat itu guru saya mengajarkan Bahasa Inggris dengan metode translating. Guru saya ini meginstruksikan murid untuk menerjemahkan satu artikel dan harus sesuai dengan bahasa translation yang baik dan benar, tidak dengan bahasa terjemah (kan ada tuh, artikel terjemahan yang susah dipahami gara-gara bahasanya juga belum di sesuaikan) sampai layak buat dibaca oleh pembaca.</i></p> <p><i>Listening : “Saya suka mendengarkan vlog di YouTube seperti penjelasan saya sebelumnya. Selain itu saya juga sering mendengarkan soal Listening IELTS dan TOEFL”</i></p> <p><i>Writing : “Cara belajar saya yaitu menulis diary dengan menggunakan Bahasa Inggris”</i></p> <p><i>Speaking : “Saya belajar speaking dengan membuat daily vlog saya disini dengan menggunakan Bahasa Inggris, kemudian saya</i></p>

		<i>menguploadnya di Instagram Story dengan harapan mendapatkan feedback dari viewers Instagram Story saya”</i>
2.	What methods do you use in mastering speaking skills? Why do you use this method?	<i>“Karena saya pernah membaca suatu teori yaitu latihan speaking yang paling baik adalah berlatih dengan peers (teman sebaya). Namun di lingkungan saya itu masih sedikit atau bahkan hamper tidak ada. Dulu saat saya di SMP saya sering memaksa teman saya untuk berbicara menggunakan Bahasa Inggris, namun saat saya di Ma’had saya belum menemukan orang yang cocok untuk mengobrol menggunakan Bahasa Inggris dengan saya, hingga akhirnya saya menggunakan handphone sebagai pengganti peers untuk saya bisa melatih speaking skill saya”</i>
3.	What's the ineffective method you've ever used? Why is this method ineffective?	<i>“Sejauh ini saya belum menemukan metode yang kurang efektif yang saya temukan saat belajar bahasa Inggris secara otodidak. Karena semua hal yang berbaur Bahasa Inggris pasti saya serap baiknya. Sedangkan metode yang kurang efektif saat di kelas dengan guru adalah mungkin minimnya pengajaran speaking untuk siswa, rata-rata yang saya dapatkan di kelas hanyalah reading dan writing skill saja saat belajar Bahasa Inggris, belum ada guru yang secara interaktif memberikan pengajaran speaking skill”</i>

4.	How do you improve your speaking skills inside and outside of class?	<i>“Saat di dalam kelas saya berusaha semaksimal mungkin untuk mengikuti pembelajaran dan memahami materi yang diberikan oleh guru, sedangkan saat di luar kelas, saya menggunakan metode yang saya rancang sendiri untuk meningkatkan motivasi serta keinginan saya belajar Bahasa Inggris”</i>
5.	What are the differences between learning English in the classroom and outside the classroom?	<i>“Saat saya belajar di luar kelas atau di rumah, saya dapat membuat kurikulum saya sendiri dan menyesuaikan dengan kemampuan dan hal yang saya butuhkan dan saya bisa cari metode sendiri untuk mencapainya. Namun kekurangannya adalah saya kadang bingung dengan metode yang saya gunakan, karena saya juga belum menemukan metode yang pakem untuk belajar Bahasa Inggris, maka tak jarang saya mengalami burned out. Sedangkan saat di kelas saya tidak perlu pusing mencari dan memikirkan metode pengajaran karena di kelas saya hanya ngikut guru, namun kekurangannya saya kadang-kadang kurang puas dengan metode yang diajarkan. Contohnya saat saya kuliah semester 1 saya belajar bahasa Inggris dari dasar yaitu Part Of Speech, sedangkan saya sudah pernah belajar itu sejak SMP jadi mau nggak mau harus tetap ngikut dosen.”</i>

6.	And which one the most ineffective method for those 4 in learning English especially speaking skill?	<i>“Kembali lagi ke jawaban saya sebelumnya, bahwa selama ini saya belum menemukan cara belajar yang tidak efektif karena saya selalu menyerap metode apapun itu untuk meningkatkan kemampuan Bahasa Inggris saya.”</i>
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Topic : Elements of Language (Speaking skills)

Appendix 3.3: Interview on 8th of April 2023

No	Questions	Answer
1.	How did you first understand someone speaking a foreign language? (cognitive aspect)	<i>“Sebelum belajar listening saya belajar vocabularies dan grammar dulu, selain itu saya juga sering mendengarkan native speaker berbicara di channel YouTube Linguamarina, dari situ saya tahu bagaimana pronunciation dari kata per-kata. Dari situlah saya jadi paham saat ada Native Speaker ngomong, karena saya banyak menghafal perbendaharaan kata juga. Saat awal-awal saya subscribe native speaker sebagai sarana belajar saya selalu menyalakan fitur subtitle, namun semakin terbiasa saya mendengar percakapan dia, dan semakin banyak vocabulary yang saya hafal, subtitle tersebut akhirnya saya matikan.”</i>
2.	How many vocabularies do you memorize in one learning process?	<i>“Waktu awal-awal bahasa Inggris satu halaman volio full vocabularies, kira-kira 80 – 90 vocabularies dalam sekali proses belajar”</i>
3.	How do you know the correct pronunciation for speaking?	<i>“Saya melihat dari google translate atau online dictionary</i>

		<i>seperti oxford dan cambridge”</i>
4.	What accent do you often use between British and American? Why?	<i>“Karena saya belajar IELTS lebih awal dari TOEFL, maka aksen yang saya gunakan pertama kali adalah British. Di tahun 2020 saya mendapatkan insight dari teman saya bahwa di Indonesia mayoritas menggunakan aksen Amerika, dan tes perguruan tinggi rata-rata menggunakan TOEFL, maka dari itu saya beralih mempelajari aksen Amerika hingga sekarang. Alasan saya lebih dahulu belajar IELTS adalah karena aksesnya lebih mudah tersebar di internet.”</i>
5.	Do you pay attention to grammar when you speak? Why?	<i>“Tergantung konteks, saat saya membuat vlog saya kurang memperhatikan grammar structure, karena menurut saya hal yang harus dikuasai saat belajar speaking of second language itu adalah keberanian dalam berbicara, atau mental dalam mengucapkan sesuatu terlebih dahulu daripada grammar structure, menurut saya semakin lama kita belajar akan secara otomatis memperbaiki grammar atau pronunciation yang kurang”</i>

Topic : Psychological Aspect

Appendix 3.4: Interview tanggal 11 April 2023

No	Question	Answer
1.	Have you ever getting unfair treatment from teachers	<i>“Alhamdulillah saya belum pernah mendapatkan unfair treatment dari guru ataupun teman-teman. Malah</i>

		<i>saya mendapatkan teman atau circle yang supportif saat SMP sehingga memudahkan saya dalam belajar bahasa Inggris”</i>
2.	Have you ever getting unpleasant treatment from family	<i>“Saya malah mendapatkan judgemental yang kurang baik dari adik saya, dia sering mengomentari cara saya dalam berbicara Bahasa Inggris (“Bahasa Inggris kamu aneh”)”</i>
3.	How do you deal with them?	<i>“Justru hal tersebut malah memotivasi saya untuk belajar lebih giat lagi terutama memperhatikan pronunciation atau grammar yang kurang”</i>
4.	What challenges did you face when learning English, especially speaking skills?	<i>“tantangan terbesar saya adalah aktif dan belajar English debate, tentunya dalam belajar debate kita juga harus menguasai materi dan juga komponen bahasa yang nanti akan disampaikan. Target saya sendiri dalam dunia debate adalah menjadi peserta debate di Alsa UI dan Oxford Union”</i>
5.	How do you face the challenges in learning English?	<i>“Saya harus memiliki effort yang lebih lagi apabila ingin lancer debate, entah dalam memperbanyak membaca materi atau dengan sering melatih kemampuan speaking saya, yang terpenting adalah terus belajar untuk mendapatkan target tersebut.”</i>



Appendix 3.4: Interview documentation



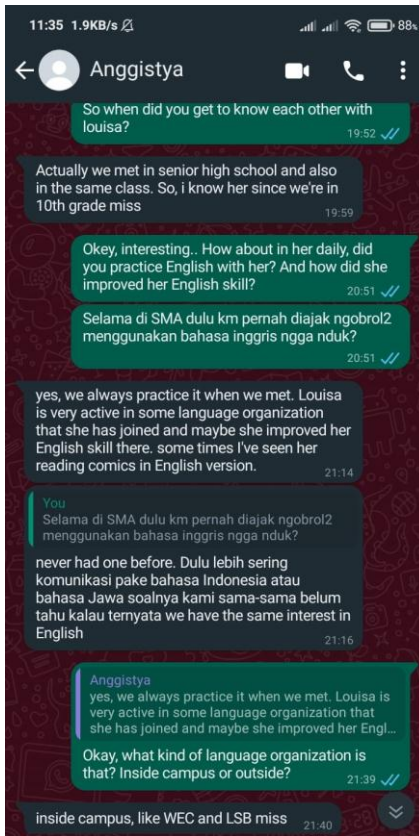
Appendix 3.5: language activity at Ma'had Al-Jami'ah



Appendix 3.6: interview to MLC advisor of English Debate



Appendix 3.7: interview with morning conversation class



Appendix 3.7: interview with informant's high school friend

CURRICULUM VITAE

Personal Data

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Formal Education

1. Bachelor Degree of English Education Department, Faculty of Education and Teacher Training, Walisongo Islamic State University Semarang.
2. Pondok Modern Darussalam Gontor for Girls 3rd campus
3. SMPM 11 Ujungpangkah
4. MIM 3 Gosari

Informal Education

1. Ma'had Al-Jami'ah Walisongo Semarang

Semarang, 31st of May 2023

The Writer,



Aisyah Hanum Fathia
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