Strategies in Learning English Speaking Skill at English Department Students

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A R T I C L E I N F O

A B S T R A K

Kemampuan berbicara merupakan faktor yang sangat mempengaruhi kualitas kemahiran seseorang dalam menyampaikan informasi secara lisan. Berdasarkan observasi di antara siswa ada yang pandai, cepat berbicara bahasa Inggris dan ada pula yang lambat. Hal ini dipengaruhi oleh strategi belajar mereka. Tujuan dari penelitian ini adalah untuk menganalisis strategi pembelajaran yang digunakan oleh siswa Mahasiswa Jurusan Bahasa Inggris (EDS) yang menempuh pendidikan di kelas tiga. Mereka dipilih berdasarkan lamanya waktu belajar Bahasa Inggris pada Mahasiswa Jurusan Bahasa Inggris (EDS). Mereka berjumlah tiga puluh tujuh siswa yang terdiri dari dua puluh lima siswa perempuan dan 12 siswa laki-laki di kelas tiga Mahasiswa Jurusan Bahasa Inggris (EDS). Jenis penelitian yang digunakan adalah penelitian deskriptif kuantitatif yang dilakukan dengan metode penelitian survei. Dalam penelitian ini teknik pengambilan sampel menggunakan sistem side nonprobability. Sampelnya hanya siswa kompetensi keterampilan bahasa Inggris kelas yang paling lama belajar bahasa Inggris sehingga pernah mengalami proses pembelajaran di kelas dengan strategi pembelajaran tertentu. Hasil penelitian mengungkapkan siswa Jurusan Bahasa Inggris (EDS) menggunakan semua strategi pembelajaran, termasuk memori, kognitif, kompensasi, metakognitif, afektif dan sosial. Untuk yang paling sering digunakan oleh siswa kelas III adalah strategi Kognitif dan metakognitif.

A B S T R A C T

The ability to speak is a factor that greatly influences the quality of a person's proficiency in conveying information orally. Base on observation among the students there were those who were clever, fast at speaking English and some were slow. It is influenced by their learning strategies. The objective of this research was to analyze learning strategies employed by the students of English Department Students (EDS) which pursue in the third grade. They were chosen based on the longer period in learning English in English Department Students (EDS). They were thirty seven students consist of twenty five girl students and 12 boy students at third grade of English Department Students (EDS). The type of this research used is one of descriptive quantitative research conducted was a survey research method. In this study, the sampling technique uses a side nonprobability system. The sample is only English skills competency students for grade who have studied English the longest so they have experienced the learning process in class with certain learning strategies. The result of the study reveals the English Department Students (EDS) students used all learning strategies, including memory, cognitive, compensation, metacognitive, affective and social. For the most frequently used by the students of the third grade is Cognitive and metacognitive strategy.
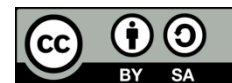
1. INTRODUCTION

Education in Indonesia is currently still working to improve the quality of quality learning. Various programs have been launched to improve the quality of education in Indonesia, especially for hard skills and languages. The language that is recognized as an international language is English (Cao, 2011; Salim & Hanif, 2021). Previous study said that more than 85% of publications are in English, so it is the only primary language used when writing scientific research articles (Srinivas, 2019). For this reason, English subjects in Indonesia are available at every level of education to prepare students to face the development of an increasingly advanced world. In Indonesia, apart from formal institutions, there are also many non-formal English courses that have been established in order to deepen English skills, such as in the city of Pare, East Java, which is known as the English village because there have been more than 160 English courses in the English village Pare (Reswari & Alfarisy, 2020; Wang et al., 2017). In addition, non-formal institutions that also prioritize English as an important language to master are Islamic boarding schools. Not a few Islamic boarding schools use English as the daily language of their students, such as the Gontor Islamic Boarding School, Al Hikmah 2 Brebes or others. This shows that it is important to have the ability to communicate in English. According to previous study state

that speaking presents a significant challenge for students of foreign languages, and they must become proficient in a number of challenging micro-skills, such as foreign pronunciation, appropriate use of formal and informal expressions, correct stress placement, and intonation (Castillo-Cuesta, 2022; Chang, 2018). To master English, you must have four basic skills, namely reading, writing, listening and speaking. Of the four basic skills, speaking is a skill that often faces problems for Indonesian people, because in speaking English skills there are several aspects that need attention. Previous study said the aspects that must be mastered are vocabulary, fluency, accuracy, pronunciation, intonation, understanding, and diction (Gayanti & Satriani, 2020; Khamsuk & Whanchit, 2021). Therefore, appropriate learning strategies are needed so that learning can take place effectively and efficiently. According to previous study a learning strategy is an individual approach to a task (Anam & Stracke, 2016). This suggests that learning strategies are individual and every individual who has recognized the right learning strategy is able to choose the right way to learn new things, including language. Learning strategies provide direction and help students to increase their knowledge and understanding of the target language. Learning strategies can be described as traits and behaviors. Learning strategies are behaviors or actions used by learners to make language learning more focused and fun (Habók & Magyar, 2018; Sadiku, 2015). Learning strategy is one of the studies of language acquisition. Among various languages learning strategies, speaking learning strategies are the most frequently discussed. This cannot be separated from the urgency of speaking in human life. Talking is a means of communication that we most often do in our daily activities. The speaking strategy bridges the gap between the speaker's and the hearer's language knowledge in the communication process they face (Chou, 2018; Kilis & Yildirim, 2019). So the ability to speak is important in human life in general. Good speaking skills can support all existing activities. The ability to speak is a factor that greatly influences the quality of a person's proficiency in conveying information orally. If it is always practiced, speaking skills will get better. Conversely, if you are shy, doubtful, and afraid of being wrong in practicing, speaking skills are difficult to master in improving speaking skills (Amalia & Husna, 2020; Darmawan et al., 2021).

This research was written based on research conducted at a school specification, namely English Department Students (EDS) under the auspices of MA Al Hikmah 2 Brebes which is in the Al Hikmah 2 Brebes Islamic boarding school. In this school there are several majors, namely MAK (religious madrasah), Emercy Science (Olympic Science), Integrated Science and Social Sciences. Especially for those who take the integrated science and social studies major, they are required to choose one of the specification programs consisting of English or called English Department Students (EDS), fashion, graphic design, fisheries, computers, and welding. When the writer makes observations, it appears that the English Department Student (EDS) is a specification that implements a bilingual learning system (Indonesian and English). English is designated as the language of association and education, except for certain subjects which must be delivered in Indonesian. In the writer's observation, among the students there were those who were clever, fast at speaking English and some were slow. Based on further observations, it turns out that this is influenced by their learning strategies. Therefore this study aims analyze learning strategies employed by the students of English Department Students (EDS) which pursue in the third grade.

2. METHOD

This research was conducted using descriptive research design to answer the questions of the study (Seixas et al., 2018). Descriptive study was chosen due to the type of the study which is to know the strategies in learning English speaking skill at English Department Students. In this case, the research conducted was a survey research method. In this study, the sampling technique uses a side nonprobability system. The sample is only English skills competency students for grade 3 MA Al Hikmah 2 Brebes who have studied English the longest so they have experienced the learning process in class with certain learning strategies. The survey research method is a method in some form of a research technique in which the information is collected from several samples in the form of people. Collect it by giving questions that are answered directly by the person. In other words, this method is a method in research that takes place using a questionnaire and documentation. In conclusion, it can be seen that the descriptive study research describes about the population and the phenomenon that happened in real. The insight being investigated was related to the English education department's students' learning.

3. RESULT AND DISCUSSION

Result

This section explains and describes the level or experience of students in using language learning strategies. The average value in each category is analyzed by grouping the items included in the strategy

category and by calculating the average value for each of these categories. For example, to get the average score in the "affective strategy" category, the item questions number 1-9 of the strategy inventory for language learninng (SILL) Questionnaire are grouped together and then the average value is calculated, likewise with other strategy categories. To interpret the mean scores, this study uses the 5-point SILL Likert scale.

Overall Strategy used

This section presents the level of use of the SBB used by all research respondents based on the order of the average values in the six strategy categories as can be seen in Table 1.

**Table 1.** Levels of Using Strategy Based on Sequence

Strategy category	Average	Usage Level
Memory	3.03	Medium
Cognitive	3.65	High
Compensation	3.35	Medium
Affective	3.44	Medium
Meta cognitive	3.62	High
Social	3.35	Medium
Total	3.40	Medium

Based on Table 1 it can be seen that the category of learning strategies most often used by students is Cognitive strategies, followed sequentially by the level of use of metacognitive, Compensatory, Social, Affective and Memory strategies. The results also show that memory strategies are the strategies that are rarely used by students in learning language. The average score for using the six strategies is 3.40. Therefore, the level of use of the Strategy is categorized as medium use.

Result of Descrptive Research on Memory Strategy

As the one of levels of using strategy based on sequence, the result of descriptive research on memory strategy is show in Figure 1.
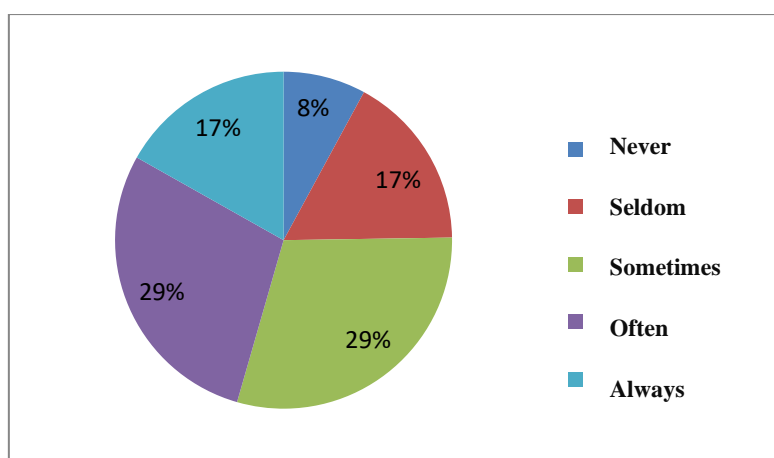

Figure 1. Memory Strategy

Base on Figure 1 it can be interpreted that in the use of memory strategies, students can be categorized as sometimes and often in using these strategies. Shown in the diagram, there are 8% of the 37 students who have never used a memory strategy. Furthermore, there are 17% of the 37 students who rarely and always use this strategy. Then, the diagram shows that 29% of the 37 students are categorized as sometimes and often using this strategy. So, it can be concluded that in using this memory strategy students often use it. It can be seen from table 4.3, the average use of memory strategy is 3.03 so it is classified as medium use as this study uses the 5-point SILL Likert scale. The finding of this research indicated that the memory strategy used by the students to memorize English vocabulary to make them easier in speaking English. The students used four types of memory strategies, namely: 1) creating mental linkages, 2) applying images and sounds, 3) reviewing well and 4) employing action. The strategy expected to increase good method in the process language learning in speaking.

Result of Descrptive Research on Cognitive Strategy

As the one of levels of using strategy based on sequence, the result of descrptive research on cognitive strategy is show in Figure 2.
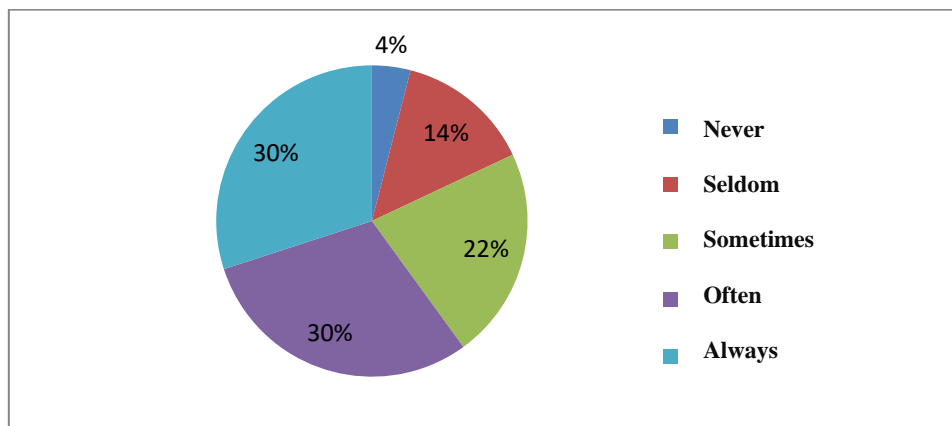

Figure 2. Cognitive Strategy

From Figure 2, we can see that the use of the Cognitive strategy is said to be the most widely used by students. It can be seen in the diagram that there are 30% of the 37 students who often even always use this strategy to improve their speaking skills. In addition, there were 22% of the 37 students who sometimes did it. Then there were 14% of the 37 students who rarely used cognitive strategies and only 4% of the 37 students who had never used these strategies to improve their speaking skills. So that it can be concluded that in using Cognitive strategies, students are classified as high use. This is shown that the average use of social strategy is 3.65, which according to the Likert scale indicates high use. Then the researcher concludes that in term of practicing, students often used repeating, sometimes they use formally practicing with sound and writing system, and applying the grammatical rule. To receive and send message students needed a moment for thinking. In analyzing and reasoning strategy, students used to translate what they heard and analyze expression. Then, in creating structure for input students took a note and made summary of the material.

Result of Descrptive Research on Compensation Strategy

As the one of levels of using strategy based on sequence, the result of descrptive research on compensation strategy is show in Figure 3.
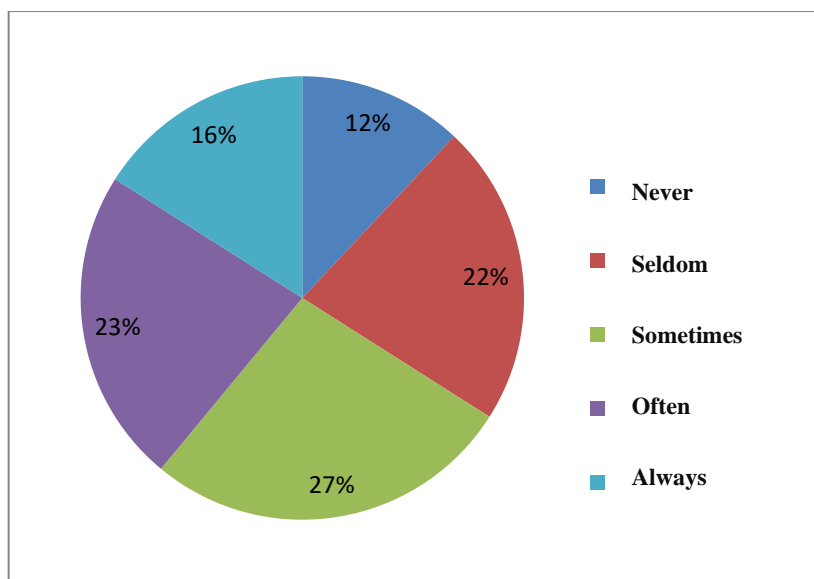

Figure 3. Compensation Strategy

Based on Figure 3, we can conclude that the use of strategy compensation by students is classified as medium use. This can be seen from the results of the diagram which shows that 27% of the 37 students chose the

"sometimes" option. Followed by the acquisition of the option 23% by "often", 22% by the rare option, 16% by always selecting and there were only 12% of the 37 students who never used strategy compensation in improving speaking skills. so that it can be concluded that in using the Compensation strategy, students are classified as medium use. This is shown the average use of social strategy is 3.35 which indicates medium use. Based on the research, it showed that at the overall level, the adult ESL learners were at the medium level as far as Compensation learning strategies is concerned in their learning of English. On the positive side, it shows that they are already employing some kind of Compensation learning strategies in their process of learning English. However, not all of the Compensation strategies were fully utilized. Hence, the researcher recommended that there is a need to train the learners in more Compensation learning strategies such as from or any other model so as to extend their existing repertoire of the strategies which would enable them to employ more of the strategies when learning English.

Result of Descrptive Research on Affective Strategy

As the one of levels of using strategy based on sequence, the result of descrptive research on affective strategy is show in Figure 4.
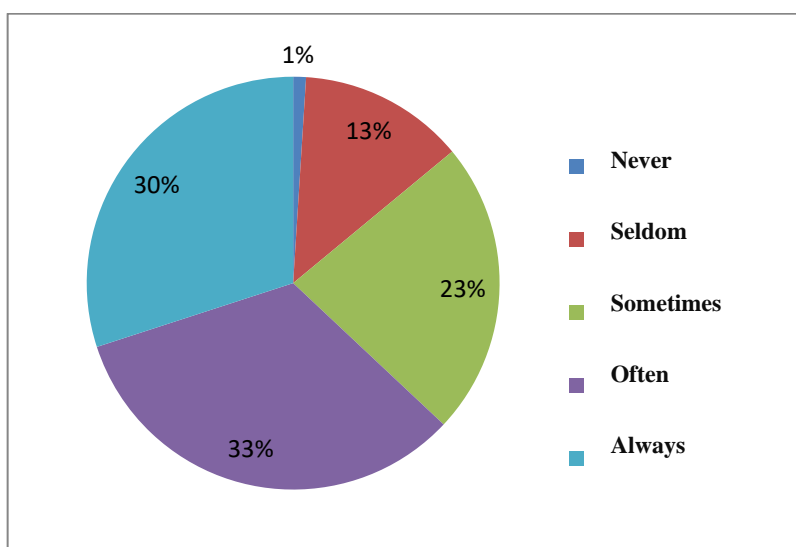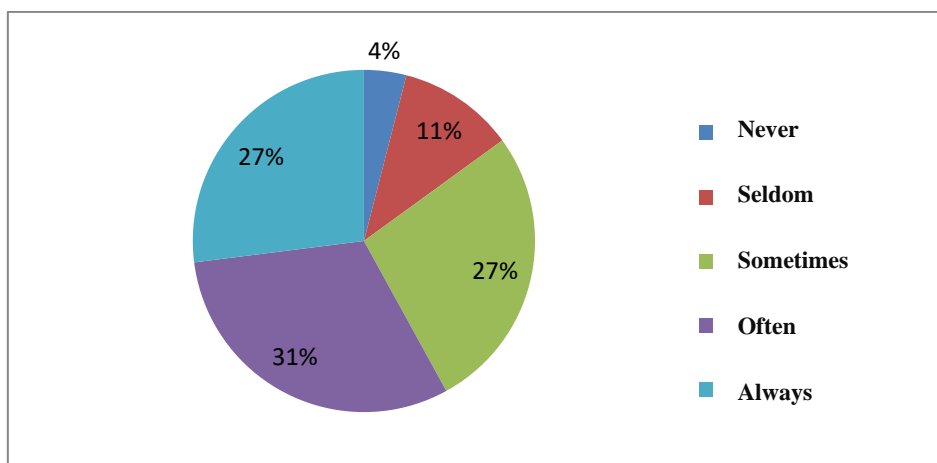

Figure 4. Affective Strategy

Base on Figure 4 it can be explained that there are 33% of the 37 students often use affective strategies in improving speaking skills. Furthermore, there are 30% of the 37 students who always use affective strategies. As for those who sometimes do affective strategy is 23% of 37 students. Furthermore, there are 13% of the students who rarely do it and only 1% of the 37 students who have never used affective strategies to improve speaking skills. so it can be concluded that in the use of Affective strategy students are classified as medium use. This is shown in table 4.3 which shows that the average use of social strategy is 3.44 which indicates medium use. In the result of this research found that good attitudes of the students contribute to the effectiveness of the use of affective strategy in language learning. Moreover, the use of affective strategy has shown a positive impact on the students in motivating them to speak. Many studies have been conducted and showed the effectiveness of affective strategy to improve speaking skills through many interesting activities such as music, fun learning and etcetera. However, no study shows the affection of the students in speaking by appreciating their positive progress in speaking skills. Hence, students should be exposed to practice self-reward to acknowledge their performance in speaking skills. This will make the students to be motivated and try to do their best in speaking and able to lower their anxiety in speaking the second language.

Result of Descrptive Research on Metacognitive Strategy

As the one of levels of using strategy based on sequence, the result of descrptive research on metacognitive strategy is show in Figure 5.

Figure 5. Metacognitive Strategy

Base on Figure 5 it can be explained that there are 37% of the 37 students who are classified as frequently using metacognitive strategies in improving speaking skills. Furthermore, there are 27% of the 37 students who sometimes and always use this strategy. In addition, there were 11% of the 37 students who rarely used metacognitive strategies to improve speaking and only 4% never used metacognitive strategies to improve speaking skills. Therefore, that it can be concluded that in using the Metacognitive strategy students are classified as high use. This is shown that the average use of Metacognitive Strategy is 3.62 which indicates high use. Based on the result of observation of teaching learning process, the students are able to implement the set goal, directed attention in the learning process, but the students could not implement active background knowledge by teacher. While based on the results of observations of the teaching and learning activities in the classroom taught by teacher, it was found that in planning strategies, the students were able to implement set goals, directed attention, active background knowledge, and predict. The good learners need to revise the goals of learning to rethink plans to get back on track. Then can conclude that the students use four stages of metacognitive strategies namely planning, monitoring, problem-solving and evaluation.

Result of Descrptive Research on Social Strategy

As the one of levels of using strategy based on sequence, the result of descrptive research on metacognitive strategy is show in Figure 6.
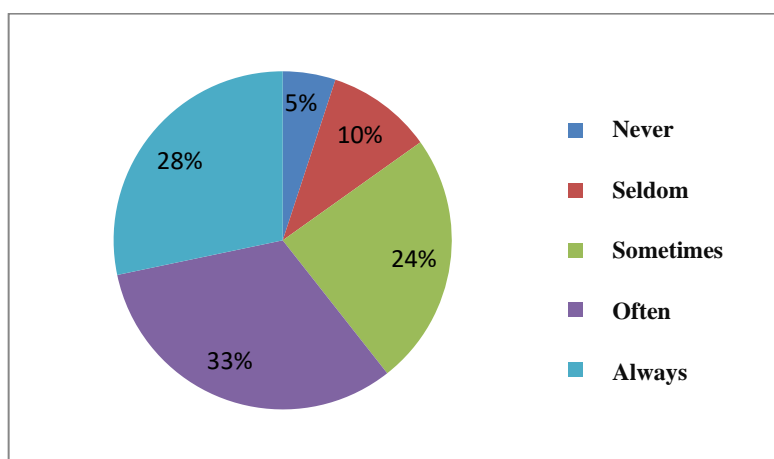
Figure 6. Social Strategy

Based on Figure 6 the use of social strategies to improve speaking skills, there are 5% of the 37 students who have never used these strategies. Then there are 10% of the 37 students who rarely use it. As for those who sometimes use affective strategies are 24% of 37 students. Furthermore, there are 28% of the 37 students who always use this strategy and there are 33% of the 37 students who often use this strategy. Therefore, it can be concluded that in the use of social strategy, students are classified as medium use. This is shown in table 4.3 which shows the average use of social strategy is 3.35 which indicates medium use.

Discussion

From the research, it can be seen that students needs others in order to help her in learning speaking. They try to involve her friends in discussing about the materials were given by the lecturer. Therefore, it is stated that student tends to use social strategies in the learning (Chang, 2018; Rohmah & Bukhori, 2020; Yang, 2018). They will collaborate and support each other to complete the speaking task or group work together. Hence, there will be no students left behind without any assistance. In addition, social strategy leads to a conducive environment for the students to speak in English especially those students who are afraid of making mistakes when speaking in another language other than their mother tongue (Binmahboob, 2020; Pratama, 2017). They will feel safe as they become a part of the group and someone who is at their age can help them to overcome their anxiety. Working in pairs or groups of the same age or the same level usually have a positive impact to students' language learning as it is easier for them to give and share ideas, discuss the given topics and work on the task given by teachers (Cole & Feng, 2015; Sari & Saputro, 2014). However, teachers should be ready to assist and find appropriate tasks to encourage introvert students. They will more likely work alone. Thus, it is the teachers' responsibility to be aware of their students' level and students' preference in learning the second language especially in speaking (Hashim et al., 2018; Palupi, 2021). The finding of this research indicated that the memory strategy used by the students to memorize English vocabulary to make them easier in speaking English. The researcher found that good students used memory strategy in line with the previous finding that state students used four types of memory strategies, namely: 1) creating mental linkages, 2) applying images and sounds, 3) reviewing well and 4) employing action (Yu et al., 2021).

The strategy expected to increase good method in the process language learning in speaking. Than can be concluded that in using this memory strategy students often use it. The average use of memory strategy is 3.03 so it is classified as medium use. The results of the research show that of all kinds of cognitive strategies, the strategy of using resources (English films) for receiving and sending messages is the strategy which has the highest number of users. In cognitive strategies, the students tend to use the strategy of using resources for receiving and sending messages (Hashim et al., 2018; Singh et al., 2021). Besides films, there are other resources that are used by the students are English programs on TV and radio, songs, and dictionary. Cognitive strategies, students are classified as high use. Than the average use of social strategy is 3.65, which according to the Likert scale is indicates high use. The findings show that in compensation strategies, the students tend to use the strategy of switching to mother tongue because it is an easy way to overcome limitations in speaking. In the Compensation strategy, students are classified as medium use. The average use of social strategy is 3.35 which, according to the Likert scale calculation indicate medium use. It means that in affective strategy, the students tend to use the strategy of rewarding because rewarding can improve their motivation (Dawadi, 2017; Tse, 2011). In the use of Affective strategy students are classified as medium use. The average use of social strategy is 3.44 which, according to the likert scale calculation, indicates medium use. In metacognitive strategies, the students tend to pay attention to the teacher when she speaks English. It is because they want to understand what is said by the teacher and to learn pronunciation (Damyanov & Tsankov, 2018; Lyon et al., 2021). The average use of Metacognitive Strategy is 3.62 which, according to the calculation of the likert scale indicate high use. In social strategies, the students tend to use the strategy of asking for correction to the teacher and friends because this strategy can help them to identify a mistake that they have made and correct it. The average use of social strategy is 3.35 which, according to likert scale calculation, indicate medium use. Research findings can provide a basis for developing curricula that are more effective in improving speaking skills in English language learning. However, existing curricula may need to be updated or adapted to pay more attention to successful learning strategies. Apart from that, teachers can also integrate effective learning strategies into their teaching methods. However, additional training may be required for teachers to implement the identified learning strategies. Further research could be conducted to explore this, examine additional factors, or broaden the scope to different levels of education.

4. CONCLUSION

The finding shows that all kinds of learning strategy by oxford (1990) most often used by students of English Department Students (EDS) especially of third grade. That are Memory strategy, Cognitive strategy, Compensation strategy, Affective strategy, Meta Cognitive strategy, and social strategy. The higher level is Cognitive strategy and Metacognitive strategy.

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