

An Analysis of Speaking Learning Strategies of EFL Learners in University of Sultan Ageng Tirtayasa

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Abstract

The study aimed to find out the speaking learning strategies mostly used by the students of the 2nd semester at the Department of English Education in Sultan Ageng Tirtayasa University and the distinctions of speaking learning strategies used by the high achievers, the middle achievers, and the low achievers. This study was conducted at Sultan Ageng Tirtayasa University involving 37 students of 2019/2020. Quantitative and qualitative data were employed in this study. The closed-response questionnaire was used as an instrument to attain data which was calculated by descriptive statistics based on Heigham & Crocker (2009). A semi-structured interview was used as an instrument to attain data that was analyzed based on Miles & Huberman (1994). This study revealed that metacognitive and social strategies included direct strategies were the most frequently used by students with the highest score of 76.6%. The distinctions in speaking learning strategies used by the high achievers, the middle achievers, and the low achievers were found based on frequency of strategy, strategy category, and variety of strategy. It also showed that language learning strategies can be a contributing factor for effective learners in learning speaking skills.

Keywords: *Language Learning Strategies; Learning Speaking; Speaking Learning Strategies.*

INTRODUCTION

Indonesian students who deal with learning English are EFL learners (Iwai, 2011:150). In learning English, speaking skill is considered as a principal skill that refers to communication included the role of language in daily life. Within other skills, speaking is deliberated as a difficult skill, because the students do not admit the pronunciation movement widely to generate the pretentious, charismatic style of speech that influence them in effect (Brown, 2000:270). Therefore, paying attention more and take action properly in enhancing speaking skill can overcome the struggle adequately to have effective communication in interacting with other people. Many

students cannot obtain an effective communication since they still assume that speaking skill as difficult skill. It caused them do not have desire to seek more chances in improving speaking skill.

Effective learners in learning language need approach to get better outcome of their learning. They also had language learning strategies to aid them in improving their learning. Language learning strategies (LLS) are the attempts in choosing ways to enrich their learning (Oxford, 1990:1). In addition, learning strategies prepare the learners to be independent learners and guided the learners to reach the target of their learning. Since the students have the problems in learning process, they will decide to find out the solution for their problems. Therefore, language learning strategies can be resources to support the students to solve their limitation in learning language especially, speaking. Since this study conducts in pandemic era, the researcher determines to apply online research.

Research has discussed language learning strategies used in speaking skill (Rahimi, Riazi, & Saif, 2008; Wahyuni, 2013; Rahmawati, 2013; Anurrahman, Kurniawati, & Ramadhiyanti, 2013; and Tanjung, 2018), proficiency level (Alfian, 2018), and vocabulary strategies (Alhaysony, 2012). Numerous studies have been conducted in the field of Language Learning Strategies (LLS) especially, in speaking strategies. In bridging this gap, the present study was conducted to find out the most strategies used by EFL learners in Sultan Ageng Tirtayasa University and the distinctions of using Speaking Learning Strategies used by the high achievers, the middle achievers, and the low achievers of the class. It is expected that findings from the strategies mostly used by EFL students and the distinctions of SLS used by the high achievers, the middle achievers, and the low achievers of the present study will acquire different point of views and suggestions for effective strategies and another additional strategies of the participants at the research site.

THEORETICAL FRAMEWORK

Language Learning Strategies

Learning strategies must be adopted by language pupils to enrich their language learning skills. In addition, LLSs are procedures for the students to upgrade students' learning (Oxford, 1990:1). Furthermore, (Griffiths, 2004:17) stated that LLS is mandatory for students to assist them in learning a foreign language. The strategies could be an incredibly useful addition to the tool set for learner. Strategies in language learning accustomed to adoption by the language learners as a means of facilitating the language acquisition and use of information, receiving, storing, and recalling (Hardan, 2013:1715). According to Loganathan, Zafar, & Khan (2016:134) stated that in language learning, strategies are described as the approach for reaching a specific target typically during

amount of time using a language. To conclude, strategies in learning language are the ways practiced by the learners in studying a second language. It can assist the learners to develop their language learning. Zhou & Intaraprasert (2015:155) stated that LLSs enable students to help obtain, store, retrieve or use knowledge and increase trust in themselves. Students use strategies in learning language to attain a full variety of subjects, from reading the native language to new languages. Performance of different language learners in successful and unsuccessful learners employing different learning strategies results. In other words, learning strategies can also be considered in the aspect and critical idea which are used by the students to aid them in assisting and affecting their learning process (Wael, Asnur, & Ibrahim, 2018:66). It should be used by them to enhance various situation of language especially, their speaking proficiency. In conclusion, strategies of learning language is beneficial for students in language acquisition. It can enhance the students' knowledge and can improve their capability in applying a new language to interact with other people.

Conception of Speaking Learning Strategies

There is numerous classification of language learning strategies. First, O'Malley (1985) separated language learning strategies separated into three main subcategories: Metacognitive Strategies, Cognitive Strategies, and Socio - affective Strategies. Second, Rubin (1987) stated that there are three categories of strategies used by learners that assist to language learning precisely or obliquely. These strategies are learning Strategy, Communication Strategies, and Social Strategies. Third, Oxford (1990:9) observes the purpose of strategies for language acquisition as geared to the improvement of communicative ability. Oxford separates language learning ways into two main categories, direct strategies and indirect strategies. Moreover, two main classes which are subdivided further into 6 groups. It incorporates memory strategies, cognitive strategies, and compensation strategies. While, indirect strategies consist of metacognitive strategies, affective strategies, and social strategies. Forth, Stern (1992) organizes language learning strategies into five main points. They are management and planning strategies, cognitive strategies, communicative – experiential strategies, interpersonal strategies, and affective strategies.

Oxford defines the classification of LLS refers to the development of communication skills which is linked to this study and it has a comprehensive explanation. According to (Oxford, 1990), the strategies are separated into two primary strategies. The first is direct strategies and the second is an indirect strategies. These two major primary are subdivided into six groups. The description of the definition will be defined according to the following:

- 1) Direct strategies, use the target language directly in language learning strategies.

- a. Memory strategies consist of four sets. They are creating mental links, add images and sound, analyze well, and employ practice. It helps students collect and process new knowledge.
 - b. Cognitive strategies contain four sets. Those are sending an information and receiving, practicing, analyzing and reasoning, and creating a structure for input and output. Also, cognitive strategies at direct strategy have an essential part in aiding students for comprehending language learning.
 - c. Compensation strategies contains two major strategies. Those are intelligently overcoming and guessing the limitation in speaking and writing. It facilitate the pupils practice the new language for apprehension despite awareness limitations.
- 2) Indirect strategies, can aid the pupils indirectly include targeted language.
- a. Metacognitive strategies consist of three strategies: Focusing the learning, evaluating the learning, and lay out and outlining the learning. It is essential strategies that will facilitate an independent second language learner for the successful language learners.
 - b. Affective strategies has three types of strategies. It is diminishing your anxiety, take your emotional temperature, and encouraging yourself. It has a role in learners based on their affective side which influenced in their learning language process.
 - c. Social strategies involve of three elements. Those are asking a question, cooperation with others, and empathy with others. It leads the students to comprehend their knowledge about a new language, communicate with native speaker, and can adjust with social norms and culture.

METHODOLOGY

1. Research design

This study used qualitative research particularly, a case study design. It was appropriate with case study research and it aimed to identify a subject that allows an in-depth analysis in a natural framework utilizing different information sources (Hancock & Algozzine, 2006:16). Further, as stated by Creswell (1998:1) that qualitative research is a method to examine and explain the significance ascribed to a social or human issue by individual or groups.

2. Subject

The participants involved 37 University freshmen at 2nd semester of English Department of Sultan Ageng Tirtayasa University Academic Year 2019/2020. They were chose based on purposive sampling. The researcher used student's GPA as the consideration to select the high achievers, the middle achievers, and the low achievers of that class. Student's GPA was used as the consideration to select the high achievers, the middle

achievers, and the low achievers of that class. Academic guidelines of University of Sultan Ageng Tirtayasa (2020) was categorized learners based on GPA as high (3.51 – 4.00), middle (2.81 – 3.50), and low (2.00 – 2.80).

3. Instruments

A closed – response questionnaire as an instrument to obtain quantitative data. The questionnaire for this study was adopted from Wahyuni (2013) which was adapted the questionnaire from the Survey Inventory Language Learning (SILL) version 7.0 (ESL/EFL) (Oxford, 1990). The form and content of the SILL were consists of 37 statements. For statement number 1 until 19 were direct language learning strategies and number 20 until 37 were indirect language learning strategies. (All items were formulated on a 5 – point Likert – type scale (1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree). A semi – structured interview as an instruments to obtain qualitative data. After the questionnaire had been collected, a Semi-structured interview was used. It intended to triangulate the data and to gain in-depth answers from the chosen participants.

4. Analysis of Data

Two types of data that was employed in this study, there were quantitative and qualitative data. Quantitative data presented through descriptive statistic to collect the data from a closed-response questionnaire. As proposed by Heigham & Crocker (2009:129) that data are analyzed using various analytical methods, including quantitative analyses using descriptive statistics, and qualitative approaches defining key categories, trends, and concepts. Qualitative data is gained from GPA (Grade Point Average) and interview to find out the distinctions of the SLS (Speaking Learning Strategy) used by the high achievers, the middle achievers, and the low achievers. The data analysis had been done based on Miles and Huberman (1994:10).

RESULTS

(SLS) Speaking Learning Strategies mostly used by the students

The data from questionnaire showed most of the strategies used by students were metacognitive strategies and social strategies which include the direct strategies. The complete result of speaking learning strategies were shown in table 1.

Table 1 Percentage of speaking learning strategy chosen by EFL learners at sultan Ageng Tirtayasa University

Oxford (1990)	Strategies Group	Percentage
Direct Strategies	Memory strategies	67.0%
	Cognitive strategies	71.3%
	Compensation Strategies	73.2%
Indirect Strategies	Metacognitive strategies	76.6%
	Affective strategies	68.9%
	Social strategies	76.6%

Table 1 depicts that social strategies and metacognitive were mainly chosen by the students of class 2B compared to other speaking learning strategy classes. Both of these strategies are include indirect strategies. There were 76.6% of students in class 2B chose this two strategies of learning speaking. First, metacognitive strategies are strategies which enable language learners to supervise their own learning. This is good because Oxford (1990:136) argues that metacognitive strategies are ideas that move beyond absolutely intellectual material and take the learners a step toward planning their learning cycle. Also, metacognitive strategies are fundamental for learning the language successfully. It seems that the implementation of metacognitive strategies should help the learners recover their own emphasis on language learning. In addition, social strategies were strategies that aid the learners got more firmly to the context intended and improve their comprehension. This kind of indirect strategy proved that Oxford (1990:146) stated that asking a question in social strategies is the most important social experiences. It can support the learners to get more closely to the meaning intended and help their comprehension.

The second strategies frequently used by students were compensation strategies (P = 73,2%). This findings supported by Rachmawati (2012) and Huang (2009) stated that compensation strategies frequently used by students and it can enhance learners' speaking skills. The third strategies frequently practiced by students were cognitive strategies (P = 71,3%). The fourth strategies frequently used by students were affective strategies (P = 68,9%). Cognitive strategies and affective strategies were in the middle of strategy practiced. These two strategies are not to be most commonly practiced strategies or the least practiced strategies.

The least strategy used by students were memory strategies (P = 67,0%). Then, it was supported by Oxford (1990:40) posited that the language learners rarely use these strategy. It might be that students clearly do not want to use these strategy most, in particular beyond primary linguistic stage. Memory Strategies are strategies that can aid students keep and bring back new knowledge or new information (Oxford, 1990:37).

Thus, the students did not think this strategies are the best strategies even memory strategies can help students to store the new information.

The distinctions in Speaking Learning Strategies (SLS) used by the high, the middle, and the low achievers.

Based on the questionnaire, found that the distinctions of the Speaking Learning Strategies (SLS) used by the high achievers, the middle achievers, and the low achievers in forms of frequency of strategy, strategy category, and variety of strategy used by the high, the middle, and the low achievers.

As shown the result of the data indicated that the high achievers used (SLS) Speaking Learning Strategies (P=83.8%) more frequently than the middle achievers (P=79.2%). Moreover, the middle achievers used (SLS) more frequently than the low achievers (P=67.5%). These findings showed that the high level of achievement employed a more daunting approach than other learners. It was supported by Green & Oxford (1995) who posited that learners with better proficiency in English are assuredly to employ wider strategies. Also, Griffith (2003) showed that the further learners used all the approaches, the further improvement they built in their language skills. Therefore, the students in level of high achievers practiced the strategies more often than the low achievers.

Regarding to the choice of strategy used, the high achievers preferred to choose metacognitive strategies (P=91.3%) that included in indirect strategies. Otherwise, the middle achievers mostly selected social strategies (P=95.6%) that included in indirect strategies, and the low achievers generally used cognitive strategies (P=75.8%) that included in direct strategies. This findings was supported by Oxford (1990:13) and Dornyei (2005:195) have argued that the decision-making process of the Language Learning Strategies (LLS) is decided by the level of proficiency of the learners. Furthermore, Rahimi, Riazi and Saif (2008:43) reported that the high-proficiency learners implemented more approaches than the low group. In conclusion, the high achievers were more aware and applied more strategies than the middle and the low achievers.

Concerning to the variety of the strategies, the high achievers also employed more various strategy used than the middle ones and the low achievers. As stated by Oxford (2011) the more active use of learning strategies was correlated to a learner's self-perception of high English proficiency. In addition, they used more various strategies to memorize vocabularies. Also, they search more favorable circumstances to learn English such as learning English via application, using quiz and gaining more material in English via internet, empower their experience and skills in talking regularly and take control of emotional feelings and problems. This finding depicted that the high achievers used significant endeavor than the middle achievers ones. Moreover, the middle achievers used significant endeavor than the low achievers in learning speaking. In other words, it

revealed a linear trend in which students at a high level were seen to use more SILL strategies than those students at middle level ones. In addition, students at middle level employed more SILL strategies than the students at lower proficiency level ones (Alfian, 2018:8). In conclusion, the more frequently strategy employed the better outcome that students had in learning language.

CONCLUSION

Speaking learning strategies mostly used by the students were metacognitive strategies and social strategies included indirect strategies. Metacognitive strategies and social strategies had the same final result. It was gained 76.6% from the students' choice at 2B class. The least strategies that the students used were memory strategies that included in direct strategies. It was gained 64.3% from the students' choice.

The distinctions of the speaking learning strategies used by the high achievers, the middle achievers, and the low achievers were revealed by the results from questionnaire and interview. It indicated that the distinctions found in forms of frequency of strategy, strategy category, and variety of strategy used by the high, the middle, and the low achievers. To conclude, speaking learning strategies can be a solution way to help the students to overcome their limitation in speaking skill. In addition, the high achievers had more attempts than the middle achievers and the low achievers.

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