STUDENTS' STRATEGIES TO DEVELOP SPEAKING ABILITY IN CLASSROOM AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

(*A Descriptive Study at Third Semester Students of English Education Department in Muhammadiyah University of Makassar*)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Department

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2018

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Judul Proposal :**Students' Strategies to Develop Speaking Ability in Classroom at English Department of Muhammadiyah University of Makassar.**

Dengan ini saya menyatakan bahwa proposal yang saya ajukan didepan tim penguji adalah hasil karya saya sendiri dan bukan hasil karya dari orag lain atau dibuatkan oleh siapapun.

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ABSTRACT

KIKI REZKY ANDRIANI, 2018 *.Students' Strategies to Develop Speaking Ability in Classroom at English Department of Muhammadiyah University of Makassar* .A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Nurdevi Bte Abdul and Herlina Daddi.

This study aimed to find out the students' strategies used to develop their speaking accuracy and speaking fluency in classroom.

This study used qualitative research design in collecting data. The instrument used to collect the data was interview. The interview held face to face with 10 students of English Education Department academic year 2018/2019. The items of the interview were some questions as qualitative interview.

Based on the findings showed that the students' strategies in speaking accuracy were (1) watch English movie and video, (2)sing and listen to English song, (3) use dictionary application to learn correct pronounciation, (4) imitate native speakers' pronounciation, (5) read English articles, (6) memorize lists of English words, (7) write a new vocabulary, (8) listen to song in English, (9) put new English words in sentences, (10) have friends to teach about grammar, (11) ask lecturer for correct about grammar, (12) read articles and book in English, (13) learn tenses in English, (14) learn in youtube and (15) pay attention to the teacher explanation. The students' strategies in speaking fluency were (1) practice with friends in English, (2) talk to yourself in English, (3) watch video, (4) read in English book, (5) use English in daily activity, (6) practice with others, (7) join organization or club, (8) interact with others in social media, (9) watch English movie, (10) meet with some tourist, (11) having self confidence, (12) relax, (13) make an easy sentences and (14) self motivation .

Keywords: Speaking, Learning, Strategies, Accuracy, Fluency.

ABSTRAK

KIKI REZKY ANDRIANI, 2018 .*Strategi Siswa untuk Mengembangkan Kemampuan Berbicara di Kelas di Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar .* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar .Dipandu oleh Nurdevi Bte Abdul dan Herlina Daddi.

Penelitian ini bertujuan untuk mengetahui strategi siswa digunakan untuk mengembangkan berbicara mereka ing akurasi dan berbicara kelancaran dalam kelas.

Penelitian ini menggunakan desain penelitian kualitatif dalam mengumpulkan data .Instrumen yang digunakan untuk mengumpulkan data adalah wawancara .Wawancara diadakan berhadapan dengan 10 siswa dari Departemen Pendidikan Bahasa Inggris tahun akademik 2018/2019 .Item wawancara adalah beberapa pertanyaan sebagai wawancara kualitatif.

Berdasarkan temuan menunjukkan bahwa strategi siswa dalam ketepatan berbicara adalah (1) menonton film dan video berbahasa Inggris (2) menyanyikn dan mendengarkan lagu berbahasa Inggris (3), menggunakan aplikasi kamus untuk mempelajari pengucapan yang benar (4) ,meniru pengucapan penutur asli (5) ,membaca artikel bahasa Inggris (6) ,menghafal daftar kata-kata bahasa Inggris (7) ,menulis kosa kata baru (8) ,mendengarkan lagu dalam bahasa Inggris (9) ,memasukkan kata-kata bahasa Inggris baru dalam kalimat (10) ,memil iki teman untuk mengajar tentang tata bahasa (11) ,meminta dosen untuk mengoreksi tentang grammar (12) ,membaca artikel dan buku dalam bahasa Inggris (13) ,belajar tenses dalam bahasa Inggris (14) ,belajar di youtube dan 15) memperhatikan penjelasan guru .Strategi siswa dalam kelancaran berbicara adalah (1) berlatih dengan teman teman dalam bahasa Inggris (2) ,berbicara kepada diri sendiri dalam bahasa Inggris, (3) menonton video (4) ,membaca dalam buku bahasa Inggris (5),menggunakan bahasa Inggris dalam kegiatan sehari-hari (6) , berlatih dengan orang lain (7) ,bergabung dengan organisasi atau klub (8) ,berinteraksi dengan orang lain di media sosial (9) ,menonton film berbahasa Inggris (10) ,bertemu dengan beberapa turis (11) ,memiliki kepercayaan diri (12) ,bersantai (13) , membuat kalimat yang mudah dan (14) motivasi diri.

Kata kunci: Berbicara , Belajar , Strategi, Akurasi, Kefasihan.

ACKNOWLEDGMENTS

Bismillahirrahmanirrahiim

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this proposal .Peace and blessing from Allah's Messenger, Prophet Muhammad SAW, his family, his companions, and all of his followers.

In finishing this proposal ,the researcher got many guidance and motivation from people around her. There for, she would like to express her grateful to them, they are: her beloved family, especially her parents: her mother , Hikmawati ,and her father ,Muh. Rusdi for their patience and their support to the researcher life.

The researcher also realizes that she would never finish this proposal without the help of some people. Therefore, she would like to give appreciation and special thanks to:

1. Rector of Muhammadiyah University of Makassar, Dr .H Abd .Rahman Rahim, SE.,MM.

2. Erwin Akib, S.Pd., M.Pd., Ph.D ,.the Dean of the FKIP Unismuh Makassar.

3. Ummi Khaerati Syam S.Pd., M.Pd., the Head of English Education Department of FKIP UNISMUH Makassar, who gave her valuable authorities and suggestion in doing proposal ,also for lecturers and staffs

of English Education Department for giving the knowledge and guidance and help during the reseracher's study .

4. Her High appreciation and great thankfulness to Nurdevi Bte .Abdul, S.Pd., M.Pd, as her first consultant and Herlina Daddi, S.Pd., M.Pd, as the second consultant who had given their valuable time and guidance to finish this proposal .

5. To beloved sister Sefira Salsabila, S.Pd, Kurnita Nasruddin, S.Pd., M.Pd she gave best support to the researcher and best motivator to make this done. To my friends Besse Ayus Dahnianti, St. Resky Nanda for their company at any times .

6. The team at Language Institute of Unismuh Makasssar, thanks for best support .

7. The beloved classmate, thanks for our long journey as 4 years.

Makassar ,November2018

Kiki Rezky Andriani

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CHAPTER I

INTRODUCTION

A. Background

English is an international language and it is also the second language of many countries in the word which is used to communicate between countries. In Indonesia, English is a foreign language. Among the four key language skills, speaking is deemed to be the most important skill that must be mastered in learning a new language. By mastering speaking, we can carry out conversation with others, give ideas and change the information with interlocutors, Fajariyah in Prabawa (2016: 231). It means that speaking has a role in the language skill .

Speaking is an activity use by someone to communicate with others. When someone speak, they interacts and use the language to express their ideas, feeling and thought. In other words, people can communicate their ideas well to other people, Argawati in Prabawa (2016: 232). For a learner to master a language well, she/he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language.

The students use different strategies to learn english. It depends on the students themselves and their characteristic. When the students speak in front of the class with good grammar, enough vocabulary, and good pronunciation. Seeking out conversation partners, asking for correction, and practicing out loud, make a notes, train personal accent in English, look up

new words in a dictionary are some examples of learning strategies used by learners to develop their speaking.

To improve the English skills and to make speaking is successfuly, language learner need to know, master, and create the language learning strategies. Knowing the types of language learning strategies will give the student same alternative in learning strategies that mostly appropriate to use. Fedderholt in Azmi (2012: 122) argue that successful language learner make use of different types of learning strategies. Indeed, learning strategies can make a powerful impact to the outcome of language learning. Zainil in Azmi (2012: 122) also state that nowadays, researcher as well English language teacher and lecturer believe that the strategies play a major role in learning English because the learner attention is not on structural devices anymore but on developing communicative competence. Therefore, The students need a particular strategy in learning to help them gain the knowledge and skills .

Learning Strategies are among the main factors that help to determine how, and how well, learners learn a foreign language. Learning strategies are steps taken by students to enhance their own learning, Oxford in Gani (2015: 18). Language learning strategies constitute a useful tool kit for active learning proficiency, Dornyei in Gani (2015: 18). Rubin in Abbas (2014: 61) affirm that learning strategies refer to the technique or device a learner may use to acquire knowledge .Oxford in Abbas (61 :2014) states that learning strategies as "specific actions, behaviors, steps, or techniques, such as speaking out conversation partners, or giving onself encouragement to

tackle the difficult language task used by students to enhace their own learning. In Addition Oxford in Gani (18 :2015) also states that the use of appropriate language learning strategies is a major contribution for development of communicative competence .

Based on theories above ,it is clear that strategy is spesific method used by students to solve a problem or task when they are learning. The students use different strategies to learn foreign language. It depends on the students themselves and their characteristics. They can choose the appropriate learning strategy that is suitable for them to help them understand what they have learn. So, learning strategy is needed to make learning easier, faster, more enjoyable and more effective.

Nevertheless, aside from the importance of learning strategies above, it is necessary to know what are learning strategies were employed by students. Some of the previous researches have done in investigate the speaking learning strategies of students, however still very few of those research spesific on students' strategies used to develop their speaking . Furthermore, compared to the other similar previous research, this research will be focused in student strategies used in speaking accuracy and fluently in classroom at English Department of Muhammadiyah University of Makassar . This research will be conducted by choosing the most active students in the speaking class as the sample of the research .

Based on the problem above, the researcher decides to conduct a descriptive research under the title " Students' Strategies to Develop Speaking Ability in Classroom at English Department of Muhammadiyah University of Makassar ."

B. The Problems of the Research

Based on the background of the research ,the problem statements of this research are formulated as :

1. What are the students strategies used to develop their speaking in term of accuracy in classroom?

2. What are the students strategies used to develop their speaking in term of fluency in classroom?

C. Objective of the Research

Based on the background of the research ,the objectives of this research are to find out by the students:

1. The strategies used by the students to develop their speaking in term of accuracy in classroom.

2. The strategies used by the students to develop their speaking in term of fluency in classroom

D. Significance of the Research

The result of this research will be expected to be useful information for many people such as:

1. Theoretically

    Theoretically, teachers or educators may add variety concepts of speaking learning strategy of students in the future teaching activity. Practically, teachers and educators may practice the concepts related to speaking learning strategy to help students improve their speaking skill.

2. Practical

    Practical ,as information for students in English Department which one the strategies they can used in classroom to develop their speaking and practice speaking consistenly .

E. Scope of the Research

The scope of the research is limited to the students strategies used speaking in classroom in the third semester at Muhammadiyah University of Makassar during the academic year 2017/2018. Speaking covers two components, namely accuracy and fluency .

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the previous of related research findings, definition of language learning strategies ,Classification of language learning strategies, types of speaking learning strategies, definition of speaking, basic types of speaking ,components of speaking and conceptual framework .

A. Previous of Related Research Findings

Several studies already conducted about language learning strategies. In this part of discussion, the researcher will briefly explain several of studies which is related to the previous study.

1. Alfiyanaini (2017) in her study ,concludes the learning strategies used by students in boarding school MAN 1 Surakarta to improve their English ability in the speaking apply three main classification of learning strategies by O'Malley and Chamot. The three main classifications of learning strategies are metacognitive strategy, cognitive strategy and social-affective strategies. The students in boarding school MAN 1 Surakarta used almost all of the learning strategies by O'Malley and Chamot. It includes meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill, although the students used same learning strategies, but they had different activities in using the strategies.

2. Prabawa (2016) in his study, reveals that some speaking strategies are used in terms of speaking English and improve speaking ability, namely

cognitive, metacognitive and compensation strategy. In the type of speaking strategy that mostly used by the students in terms of speaking English is compensation strategy, while cognitive strategy was indicated as the mostly speaking strategies used by the Indonesian tertiary students in improving their speaking ability .

3. Gani (2015) in his study, described about the different learning strategies used by high speaking performance students and low speaking performance. The result of the research shown that high speaking performance students used more learning strategies compared to those with low speaking performance .

4. Darwanto (2014) in his study ,reveals that strategies for developing speaking skill studnets of English education department of Muhammadiyah University of Surakarta. The result of this study shown that the students applied most all of the strategies proposed by O'Malley including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill .

5. Itania (2014), in her study, finds that the most dominant of the students used in MAN 3 Tulungagung is memory related strategies, because they can memorized well about the teacher speak in the class .

6. Zare (2012) in his study, concluded that the employment of language learning strategies facilitate and improve language learning and assist language learner in different ways. It is found that a direct colleration exists between language proficiency and language learning achievement

(Griffithd, 2003; Yang, 2007; Ya-Ling, 2008). Learning strategies are oriented towards the main goal of communicative competence, allow learners to get more self-directed, and support learning (Oxford, 1990).

7. Razmjo (2011) in his study with the title is "A Model OF Speaking Strategies for EFL Learners", revelas that the various strategies applied by the students can be categorized into two main groups: on-line and off-line strategies. By on-line strategies itis mean those strategies that are used at the time of speaking and by off-line the researchers intend to show strategies used to develop learners' speaking ability not necessarily at the time of speaking .

Moreover, from the aspect of the similarities between this research and the previous researches above ,it could be seen from the students' learning strategies that investigated. However ,only one aspects that make this research different from the previous research is the used of students ' strategies to develop their speking accuracy and fluency in classroom .

B. Some Pertinent Ideas

1. The Concept of Learning Strategies

All language learners use language learning strategies in their learning process .Learning strategies is important in learning and teaching languages. It can help to have more understanding in language learning better . Bjorklund in Itania (2014: 2) stated that strategy is goal-directed and deliberately implemented mental operations used to facilitate task

performance. Based on the statement, it is clear that strategy is specific method used by students to solve problem or task when they are learning.

Learning strategies are described in some ways .Oxford in Alfiyanaini (2017: 31) stated that learning strategies are specific actions taken by learners to help their own learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable . Meanwhile ,Chamot in Maraco (2001:17) argues that learning strategies as techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information.

Language learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task . Meanwhile ,O'Malley & Chamot in Alfiyanaini (31 :2017) stated that learning strategies is the special thought and behavior that the individuals use to help them comprehend, learn, or retain new information .

In brief, learning strategies can be seen as special ways of processing information that are used by learners to improve comprehension, learning, or retention of the information. Learning strategies are used by learners to help them understand new information better and to help them solve language problems. Furthermore, related to the defenition of learning and strategy, it can be concluded that learning strategy is specific method used by students to solve problem or task when they are learning. Learners have to recognize the

power of consciously using language learning strategies in order to make learning quicker, easier, more effective, more efficient, and more fun .

2. The Types of Language Learning Strategies

In the journal of Language Learning Strategies Among EFL/ESL Learners: A Review of Literature, language learning strategies have been classified into five group ,Zare (166 :2012) which are:

a. Management and Planning Strategies which connected with the learner's purpose to control his own learning .

b. Cognitive Strategies which refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks .

c. Communicative - Experiential Strategies such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going .

d. Interpersonal Strategies which monitor the learners' development and evaluate their performance .

e. Affective Strategies which make learners aware of emotions such as unfamiliarity or confusion ,and good language learners are relatively aware of these emotions, they try to build positive feelings towards the foreign language and its speakers as well as the learning activity.

Language learning strategies have been classified by many researchers; see for examples by Oxford, (1990) and O‟Malley and

Chamot, (1990). Oxford in Alfiyanaini (33-32 :2017) differentiates language learning strategies into six groups:

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

2. Cognitive strategies: strategies that enable learners to understand and produce new language by many different means,

3. Compensation strategies: strategies that aid learners in overcoming knowledge gaps and continuing to communicate authentically,

4. Affective strategies: strategies that help develop self-confidence,

5. Metacognitive strategies: strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence ,and

6. Social strategies: strategies that provide increased interaction and more empathetic understanding. She adds that all appropriate language learning strategies contribute to the main goal: becoming communicatively competent.

O'Malley's, et al in Zare (2012: 164) divided into several categories language learning strategies, they are as follows:

a. Metacognitive Strategies

O'Malley in Zare (2012: 164) state that metacognitive is an expression to indicate an executive function ,strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed.

b. Cognitive Strategies

Brown in Zare (164 :2012) stated that "Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself ".

The types of this learning strategies of cognitive strategies may be vary.

1. Clarification/verification which refer to those strategies which learner use to verify or clarify their understanding of the new language. In the process of creating and confirming rules, in any languages, they may seek confirmation of their understanding of the language, they may ask for validation of their production of words, phrases or sentences is consistent with the new languages.

2. Guessing/inductive differencing refers to strategies which uses previously obtain linguistic or conceptual knowledge to derive explicit hypotheses about the linguistics form, semantic meaning or speaker intention.

3. Deductive which is a problem solving strategy in which the learner looks for and use general rule in approaching the foreign or the second language.

4. Practice which refers to strategy that contribute to the storage and retrieval of language while focusing on the accuracy of usage.

5. Memorization also refers to strategies which focus on the storage and retrieval of language; therefore some of the strategies such as drill, repetition, used for practice are the same as the memorizing strategies.

6. Monitoring refers to strategies in which the learner notice errors (both linguistics and communicative), observe how a massage is received and interpreted by the addressee.

c. Socio-affective strategies

Brown in Zare (164 :2012) stated that socio-affective strategies have close relationship with social-mediating activity and interacting with others. The main socio-affective strategies include cooperation and question for clarification.

d. Communication Strategies

Communication strategies are not as much of directly related to language learning since their emphasis is on the process of communication through conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are exploited by speakers when they are faced with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. A usual communication

strategy is to make use of one's linguistic or communicative knowledge to remain in the conversation.

e. Social Strategies

Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly to the obtaining, storing, retrieving, and using of language ,Rubin in Zare.(165 :2012)

f. Management and Planning Strategies

In addition, management and planning are also can be categorized as learning strategies. These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by a teacher whose role is that of an adviser and resource person .These strategies are actually connected with the learner's purpose to control his own learning .In other words the learner must:

.1Decide what dedications to make to language learning,

.2Set reasonable objectives,

.3Decide on a suitable methodology, select proper resources, monitor progress, and.

.4Evaluate his success based on previously determined objectives and expectations.

More clearly, Chamot, O'Malley, Oxford ,in Nunan (293 :2003) classified the learning strategies in the following table:

Table 2.1 Learning Strategies Classification

Learning Strategy	Definition of Strategy
Metacognitive Strategies	
Planning	1. Preview main idea 2. Making plans to accomplish a task 3. Paying attention to the key information 4. Seeking out and arranging for conditions to promote successful learning
Monitoring	Self checking on comprehension
Developing	Develop the ability to determine how well one has accomplished the task
Cognitive Strategies	
Summarizing	Saying or writing the main idea
Induction	Figuring out the rules from sample of language
Imagery	Being able to visualize a picture and use it to learn new information
Auditory Representation	Mentally replaying a word, phrase or piece of information
Making Inference	Using information in the text to guess the meaning
Using Resources	Developing the ability to use reference material
Grouping	Classifying words, terminologies, quantities, or concepts

Note-Taking	Writing down keywords and concepts in verbal graphic, or numerical forms
Elaborating of Prior Knowledge	Relating new to information and making personal association
Socio Affective Strategies	
Cooperating	Learning how to work with peers; completing a task, pooling information, solving a problem, and obtaining feedback
Clarifying	Learning how to ask question how, how to get additional explanations, or verifying from the teacher or someone else who might know the answer
Self-Talk	Reducing anxiety by talking positively to one self

Adopt from Nunan(2003)

Oxford in Benson (2001: 81) classify the general learning strategies into Direct and Indirect strategies .

1. Direct Strategies ,Oxford in Benson (2001: 81) stated that direct strategies are language learning strategies that directly involve mental processing of the target language. These strategies consist of memory, cognitive strategies and compensation strategies .

a. Memory-related Strategies

This strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly (e.g., acronyms), while other techniques create learning and retrieval sounds (e.g.,

rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., a mental picture of the words itself or the meaning of the word) ,a combination of sounds and images (e.g., the keyboard method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) .Based on the explanation, it is clear that memory strategies are the way to memorize the lesson which help students to store and retrieve information .

b. Cognitive Strategies

Alberta in Alfiyanaini (36 :2017) stated that cognitive language strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learners rule, guessing at the meaning of unknown words and using a variety of ways to organize new information and link the new information to previously learned language .

In a practical way, this strategy covers some activities, such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. For example, replaying a word or phrase mentally to"listen" to it again, outlining and summarizing what has been learned from reading or listening .

c. Compensation Strategy

This strategies including guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words help the learner make up for missing knowledge .From that explanation, it implies that compensation strategy is a strategy which is needed to evercome any gaps in knowledge of the language .

Meanwhile inderect strategies are strategies which support learning through focusing, planning, evaluating, seeking opportunities, controling anxienty, increasing cooperation and emphaty. These strategies consist of metacognitive strategies, affective strategies and social strategies.

a. Metacognitive Strategies

Metacognitive strategies are strategies which allow learners to control their own learning trough organizing, planning and evaluating. It is related to how students manage their own learning. Moreover ,this strategy covers some activitie, such as: centering learning, arranging and planning learning and evaluating learning .

b. Affective Strategies

Affective strategis are strategies which enable the learners to control their feelings and attitudes related to language learning. There are three points in this strategy, they are lowering your anxienty, encouranging yourself and taking your emotional temperature .

c. Social Strategies

   Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language .

   Basically, all of the categorizations of the learning strategies above can be condensed into three. They are cognitive, metacognitive and social affective strategies .

3. The Types of Speaking Learning Strategies

   Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it .

1. Using minimal responses

   Language learners who lack confidence in their ability tp participate successfully in oral interaction often listen in silence while others do the talking. One way to encourange such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for

beginners .

2. Recognising Skript

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need say in response

3. Using language to talk about language

Language learners are often to embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not undestood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies phrases to use for clarification and comprehension check .

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself .In the other hand, Houang in Azmi (127 :2004) also formulates the following activities that he considered good in learning a language. They are:

Table 2.2 Positive Points in Language

Strategy	Description
Imitation	Observing the teacher, native speaker or the models then imitating
Technical Means	Using the technical means like tape recorder and video to learn, store or practice the language
Practicing Alone	Talking to self, answering to self question, and creating situation to practice by own self
Question Clarification	Asking a teacher, native speaker, etc, for repetition, paraphrasing, explanation and/or example
Communication	Creating opportunities to practice the language by making conversation with native speaker or foreigner or those who speak English
Self Monitoring	Correcting your speech for accuracy or appropriateness to context
Self Evaluation	Always checking learning outcome against internal standard
Repetition	Repeating a language model including over practice and silent rehearsal, repeating the name of items, or object that had been heard

There are still so many kinds of learning speaking strategies that can be used by the students in developing speaking ability in classroom .Like train personal accent in English, repeat the sounds of words in English, try to speak English with friends, try to say new English words repeatedly ,seeking out native speaker, hold an imaginary conversation, using diaries to monitor,

imitating the way native speaker speak form TV and song, creating English drama, visit the English teacher, evaluation progress, and so on (from many sources).

Each strategy needs planning, management and evaluation. Therefore, cognitive, metacognitive social and communication strategies must be collaborated to get good outcome. But the learner can also make his or her own ways in learning.

4. **The Concept of Speaking**

1. Defenition of Speaking

Speaking is the important language skill to be develop in the classroom. This implicity means that the teaching or learning time should be very much develop for the students development of this receptive skill. The aims of teaching speaking are to develop the students speaking ability, so that they can speak English fluently to be able to speak fluently speakers should have a particular purpose in their mind before they interact with the spoken topic (Hasibuan, 2016: 66).

Chancy in Rosdalina (2014:2) considered speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of context. Sharing the same view point, another expert added that speaking is an interactive process, which consist of three main stages. They are, producing, receiving and processing information. It's mean that speaking is a process someone to sharing their ideas or information. In

language teaching and learning, speaking is considered a skill to practice and master (Liano in Rosdalina, 2014.(2 :

Another definition comes from Richards (2006) there are many functions of speaking proposed by many practitioners. There are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express the speaker ideas in order to exchange information, so the listener understand what the speaker means and speaking make students learn how to organize ideas, arrange sentences, and express language in spoken from with good pronunciation and comprehensible language.

5. Basic Types of Speaking

Brown in Azmi (126 :2004) categorized the basic types of speaking as follows:

a. Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence.

While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of languages may be included in the criterion performance.

b. Intensive

The second types of speaking frequently employ and assessment context is the production of short stretches of oral language designed to demonstrate commencer in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements--intonation, stress, rhythm, and juncture.

c. Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and comet and the like.

d. Extensive

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or rolled out altogether .

6. The Components of Speaking

The components of speaking divided into three ,namely: Accuracy , Fluency and Comprehensibility .

a. Accuracy

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary .Accuracy is relative. A child in early primary isn't capable of the same level of accuracy as an adult .Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English .Typical accuracy activities are: grammar presentations, gap-fill exercises, frame dialogues .Accuracy diveded into three categories, there are :

1. Pronounciation

Hornby in Alfiyanaini (29 :2017) defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced .It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

2. Vocabulary

Hornby in Alfiyanaini (2017 (29 :defines vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their

vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3. Grammar

Grammar and pronunciation has a close relationship .In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

b. Fluency

Hornby in Alfiyanaini (30 :2017) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar .Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums "or "ers ."

Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context .Fluency generally increases as learners progress from beginning to advanced readers and writers .Language teachers who concentrate on fluency help their students to express themselves in fluent English. They pay more attention to meaning and context and are less concerned with grammatical errors .Typical fluency

activities are: role plays, speeches, communicative activities, games .Balancing the accuracy and fluency should be the main aim of us as the English teachers.

c. Comprehensibility

Comprehension of speaking is really important when we do speaking .Comprehension denotes the ability of understanding the speaker's intention in general meaning .It means that if person can speak or express their words to another person and the other persons can give respond and also understand the aims, it show that the speaking is comprehensible.

In this research, those aspects above can be used by researcher to know students speaking ability in classroom. If those aspects can be fulfilled by the students, the speaking can be said good.

C. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:

Speaking Classroom

Interaction

Strategies

Accuracy

Fluency

Result

Speaking Strategies
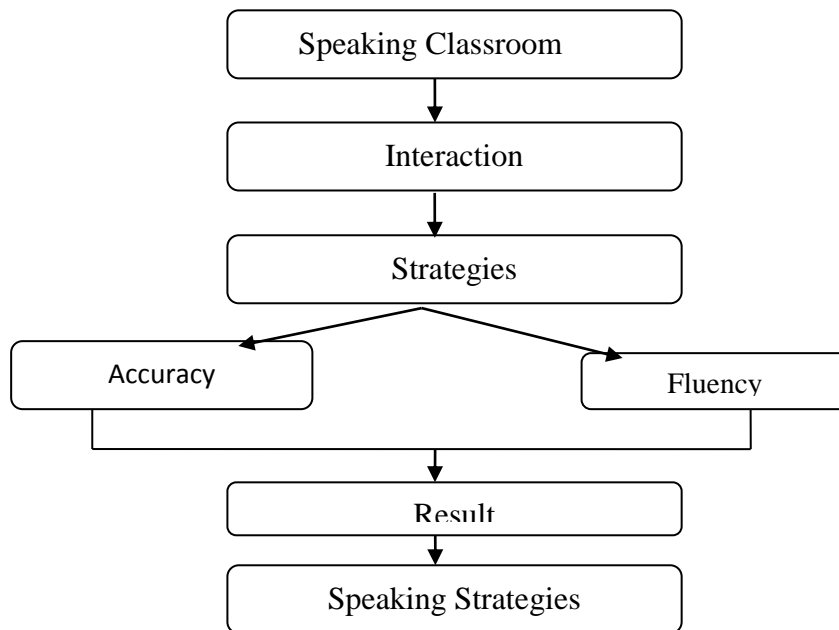
Figure 2.1: Conceptual Framework

The process of the research is illustrated in the existing diagram above. The research will starts by defining the population of the research from the total numbers of Students in Muhammadiyah University of Makassar which is the third semester students in speaking classroom .After defining the population, the researcher will continue by choosing the sample from each class by conducting an observation so that the selected sample could be trusted as the most representative students to this research .The researcher will observe the interaction and strategies students speaking accuracy and fluency in the class .This research will apply purposive sampling method by choose two of the most active students in speaking class .

Each student will follow a face to face interview with the researcher to get the reliable interview results. The next step is conduct a data analysis by collecting all of the answers related to the speaking learning strategies to find the final results. A transcript from the whole interview will be added.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, population and sample, instrument of research, procedure of data collection, and technique of data analysis.

A. Research Design

Research design is a plan that guides the desicion about when and how often to collect data, what data to gather, from whom and how to collect the data, and how to analyze the data. There are two kinds of research design namely qualitative and quantitave research .However, this research will focused on qualitative research .

Qualitative research is a general term refering to the research involving detail, verbal descriptions of characteristics, cases and setting. Qualitative research usually involve fewer cases investigate in more depth that quantitave research.

This research employed descriptive qualitative design. It described the students 'learning strategies used by the students to develop speaking ability in classroom at Muhammadiyah University of Makassar during the academic year of 201.2018/7

B. Research subject

In conducting research, there must be subject that was investigated to get the data .The subjects of this research was chosen by purposive sampling technique .Sugiyono (2016 (300 :state that purposive sampling is a technique of taking data sources with certain considerations. Purposive sampling method may prove to be effective when only limited numbers of students can serve as primary data sources due to the nature of research design and aims and objectives. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the research.

This research involved 10 students from two classes in the third semester of English Department Muhammadiyah University of Makassar ,and were selected based on their activeness during the speaking class is on process. The activeness itself were observed by the researcher, seen from the aspect of students' interaction (the frequency of students' involvement and logically develop simple conversation on related topics .(

C. Research Instrument

The researcher used the instrument to complete all the data which is needed in this research. In this research, there are three instruments used by the researcher namely observation, interview and documentation.

1. Observation

   The observation in this research focused on observing the students speaking activeness during the speaking class .From the observation, the researcher found the most active students that became the most representative sample for this research .In this method, the researcher did two kinds of observation. First, the researcher observed the subjects in their class directly toward their learning strategies. The researcher acts as the passive observer and whom only observed and took note about learning strategies used by the subjects of research in the class.

2. Interview

   In this research, the researcher interviewed the selected subject in the class were interviewed in order to get some information related the strategies used to develop their speaking, in term of speaking accuracy and fluency .

3. Documentation

   The researcher recorded the entire interview session with voice recorder and then transcribed the students interview.

D. Procedure of Data Collection

   The data collected by the following steps:

   1. First, the researcher got permission from speaking subject lecturer.

   2. Second, the researcher begun to attend the class to observe the students speaking activeness during the speaking class. The result of the observation were determine the students who were became the subject of the research.

3. Third, the researcher conducted an interview with each of the sample and record the entire conversation use voice record .

4. Fourth, the researcher made transcript of the voice record.

5. The last step of data analysis is to find out the strategies used to develop speaking accuracy and fluency

E. Technique of Analysis Data

Data analysis is the next process after the data collection. The process of analysis were continually as long as the research is conducted. The data analysis in qualitative research involves three things ,namely ;the data reduction, data display, and the conclusion drawing/verification (Sugiyono, 2016: 337).

1. The data reduction

It is process of selecting the basic things, focusing on something important to the content of data which derives from the field .The researcher categorizes data taken from the interview and observation. In this step, the researcher interviews the subject of this research. The researcher also held observation in the class and take notes in process of succeeding the data.

2. The data display

After selecting and taking the data based on some criteria, the researcher described the data. Data display refers to show data that have been reduced in the form patterns. It benefits to help the researcher in understanding the data.

3. The conclusion drawing/verification.

   After describe and interpreted, the researcher made general view toward the result of the interpretation. The conclusion then make based on the general view. The conclusion of this research were described of the students learning strategies used to develop their speaking accuracy and fluency in classroom .

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the result of the data analysis .

A. Findings

The findings of the research presented the students' strategies and the discussion concerned with description and explanation of the finding. To find the learning strategies applied by the third semester students studying at Muhammadiyah University of Makassar, the researcher analyzed the data based on the keywords which defined by the learning strategies related on the theories of language learning strategies in the chapter two .

1. Strategies Used by the Students to Develop Their Speaking in Term of Accuracy

The interview was conducted in the third semester at Muhammadiyah University of Makassar. It was aimed at obtaining the data about the Students' Strategies to Develop Speaking Ability in Classroom at English Department of Muhammadiyah University of Makassar. The researcher interviewed the students at the third semester .

The Semi-structured interview was given to the informants. From this interview, it can be known that the students used different strategies to develop their speaking ability. Therefore ,based on the interview, that conducted in Muhammadiyah University of Makassar the researcher found

that there are 17 strategies used by the students to develop their speaking

ability in term of accuracy.

Table 4.1 Students strategies to develop speaking ability in term of

accuracy.

No	Indicators	Strategies	Frequency	Aspects
.1	Pronounciation	• Watch English movie and video • Sing and listen to English song • Use google translate to learn correct pronounciation • Imitate native speakers pronounciation • Read Englis articles	6students 4students 4students 1student 1student	Cognitive Cognitive Cognitive Compensation Strategy Cognitive
2	Vocabulary	• Watch English movie • Listen to English song • Read book in English • Try to write a new vocabulary • Memorize lists of English words • Put new English in sentences	4students 3students 2students 2students 1student 1student	Cognitive Cognitive Cognitive Cognitive Memory related strategy cognitive
3	Grammar	• Read articles and book in English • Learn tenses • Ask teacher for advice in grammar • Pay attention to the teacher • Ask friends for teach about grammar • Learn through youtube	4students 4students 3students 3students 1student 1students	Cognitive Cognitive Social strategy Cognitive Social strategy Cognitive

From table 4.1, shows that there are three indicators that carried out by the

researcher in term accuracy .In term of pronounciation, the students watched

english movie and video, sing and listen to English song, use gdictionary

application to learn correct pronounciation in English and read English articles

(cognitive strategies), read English articles (metacognitive) and imitate native speakers' pronounciation (compensation strategies).

In terms of vocabulary, the students read book in English, watched English movie, try to write a new vocabulary ,listen to song in English and put new English words in sentence (cognitive strategies), read book in English (metacognitive strategy) and memorize lists in English words and look up new words in a dictionary (memory-related strategies).

The last of grammar, the students read articles and book in English, learn tenses in English, learn in youtube and pay attention to the teacher explanation (cognitive strategies) while ask friends for teach about grammar and ask teacher for advice in grammar (the socal strategies.(

a). Pronounciation

.(1**Watching english movie and video**

Based on the interview result, some of the research subjects admitted that they used to watched the native speaker in youtube or watch English movie that help them to enhance their pronounciation. It is indicated from their answer to words question" *What do you do to enhance your pronounciation* "?Below are the extract from the dialogue :

Extract I
1. **I always watch native speaker maybe in youtube** ,i always follow the style, like british or american style and in practice, i try to increace my confidence although my pronunciation still below avverage but i always practice. (P1)
2. **I always watch movie that use british or american action** ,so i learn from the movie and i like to listen music. (P2)
3. I just listen music ,**watch the video** and if i don't know what the native speaker said i just search in the dictionary and i check my pronounciation

> use my application in the mobile phone.(P3)
> 4. **Im really like to watch the Harry Potter movie** and i always use my dictionary on my phone if i find my pronounctiation is wrong (P4)
> 5. **I see in youtube** ,and i read some article and find how to pronounce the new word. (P5)
> 6. I like to write and i read it to practice my pronounciation and **also with movie use English** .so sometimes i try to follow their pronounciation. (P6)

From the previous paragraph, it can be concluded that 6 of 10 research subjects (subject number 1,2, 3, 7, 8 and 9) applied watched English movie and video as their speaking strategies to enhance their pronounciation. From all the extracts which coded as P1, P3 and P5 shows that the subject applied watched the video like watched the native speaker, while the second extract coded as P2, P4, and P6 watched English movie like Harry Potter Movie. The data shows that 3 the subjects applied watched video and 3 the subjects applied watched English movie strategies so they can practice or correct their pronounciation.

2. Singing and listening to english song

Based on the interview result, some of the research subjects also admitted that they used to sing and listen to English song that help them to enhance pronounciation. It is indicated from their answer to words question " *What do you do to enhance your pronounciation* "?Below are the extract from the dialogue :

> **Extract 2**
> 1. "I always watched movie that use british or american action, so i learn from the movie and **i like to listen music**) ."P7(
> 2. "**I just listen music** ,watching the video and if i don't know what the native speaker said i just search in the dictionary and i check my pronounciation use my application in the mobile phone". (P8)

3. "**I just singing an English song**) ."P9(

4. "If **i listen English song** i hear the speaker or the singer pronounciation and correct my pronounce". (P10)

From the data above, it can be concluded that 4 of 10 research subjects (subject number 2, 3, 5 and 6) applied sing and listen to English as their speaking strategies to enhance pronounciation. From all of the extracts which coded as P7, P8, P9 and P10, the data shows that 1 of the subject applied sing an English song while 3 of the subjects applied listen an English song strategy so that they can practice how to pronounce the word if they hear the singer pronounciation .

3. Using dictionary application to learn correct pronounciation

Based on the interview session, some of the research subjects also confirm that they used of dictionary application to learn correct pronounciation. It is indicated from their answer to words questions" *What do you do to enhance your pronounciation* "?Below are the extract from the dialogue :

Exctract 3

1. "I just listen music, watching the video and if i don't know what the native speaker said **i just search in the dictionary and i check my pronounciation use my dictionary application in the mobile phone**) ."P11(

2. "I just hear a new vocab and when i don't know how to pronounce it **i try to search on google** and i hear the google translater said and i just reply it". (P12)

3. "Im really like to watch the Harry Poter movie and **i always use my dictionary on my phone if i find my pronounctiation is wrong**) ."P13(

4. "**Find some dictionary** and i fond some of word from there and i try to practicing again and again and i practice it a lot". (P14)

From the data above, it can be concluded that 4 of 10 research subjects (subject number 3, 4, 7 and 10) applied dictionary application as

their speaking strategies to enhance pronounciation. From all of the extracts which coded as P11, P12, P13 and P14, the data shows that all of the subjects applied dictionary application to check and practice their pronounciation .

4. **Imitate native speakers' pronounciation**

In interview session, some of the research subjects also admitted that they used to imitate native speakers' pronounciation strategy to enhance pronounciation. It is indicated from their answer to words question"*What do you do to enhance your pronounciation* "?Below are the extract from the dialogue :

Extract 4

1. "I always watching the native speaker maybe in youtobe ,**i always follow the style, like british or american style and in practice** ,i try to increace my confidence although my pronunciation still below avarage but i always practice". (P15)

From the data above, it can be concluded that 1 of 10 research subjects (subject number 1) applied imitate native speakers' pronounciation as their speaking strategies to enhance pronounciation. From the extract which coded as P15, the data shows the subject applied imitate native speakers' pronounciation like british or american style .

5. **Reading English articles**

According to the result from the interview, some of the research subjects also confess that they used to read English articles to enhance pronounciation. It is indicated from their answer to words question" *What do*

you do to enhance your pronounciation "?Below are the extract from the dialogue:

Extract 5

1. "I see in youtobe, and **i read some article** and find how to pronounce the new word". (P16)

From the previous paragraph, it can be concluded that 1 of 10 research subjects (subject number 8) applied read English articles as their speaking strategies to enhance pronounciation. From the extract which coded as P16, the data shows the subject applied read English articles in order to find a new word and find how to pronounce it .

b). Vocabulary

.1 Reading English books

Based on the interview done by the research, some of the research subjects admitted that they used to read English books that help them to enrich their vocabulary. Which can be concluded as their learning speaking strategies. It is indicated from their answer to words question" *What do you do to enrich your vocabulary* "?Here is the extract from the dialogue :

Extract 6

1. "I use my dictionary on my phone and **i read an English book** ,and read many story about English". (V1)
2. "Listening music ,**read an English book** ,because if i find a new word and i don't know what the meaning i can see the meaning in dictionary". (V2)

From the data above, it can be concluded that 2 of 10 research subjects (subject number 7 and 8) applied read book in English as their speaking strategies to enrich vocabulary. From the extract which coded as V1 and V2, the data shows the subjects applied read book in English to find a new word.

2. Watching English movie

According to the results of interview, some of the research subjects admitted that they used to watched English movie that help them to enrich their vocabulary. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the words questions" *What do you do to enrich your vocabulary* "?Here is the extract from the dialogue :

Extract 7

1. "**Im still watching movie** ,and when i get a new word i writedown and i search what the meaning of the word and when i finish to write the word maybe until 20 or 25 i will memorize it. (V3)
2. "If i **watch the movie** and i don't know what the native speaker said and i search the word and i make a sentence". (V4)
3. "I just **watch a movie** and i find a new vocab, so i just look for meaning and i write so i must remember the vocab". (V5)
4. "I just **checking some lesson from the youtobe** and games."

From the data above, it can be concluded that 4 of 10 research subjects (subject number 2, 3, 4 and 10) applied watched English movie as their speaking strategies to enrich vocabulary. From the extract which coded as V3, V4 and V5, the data shows that the subjects applied watched English movie so when they get a new word, they can look for the meaning and try to remember the word .

3. Memorize lists of English words

Based on the interview results, some of the research subjects confirm that they used to memorize lists of English words that help them to enrich their vocabulary. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the words question"*What do you do to enrich your vocabulary* "?Below are the extract from the dialogue :

Extract 8
1. "Im still watched movie, and when i get a new word i writedown and i search what the meaning of the word and when **i finish to write the word maybe until 20 or 25 i will memorize it**).V6(

From the data above, it can be concluded that 1 of 10 research subjects (subject number 2) applied memorize lists of English words as their speaking strategies to enrich vocabulary. From the extract which coded as V6, the data shows that the subject applied memorize lists of English words so when they get a new word they can write it and make them easy to memorize all the new vocab.

4. **Look up new words in a dictionary**

According to results of interview, some of the research subjects admitted that they used to look up new words in a vocabulary that help them to enrich their vocabulary. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the words question "*What do you do to enrich your vocabulary* "?Below are the extract from the dialogue :

Extract 9
1. **Just Look my vocabulary book** and serching in internet". (V7)
2. "Listening music, read an English book, because if i find a new word and i don't know what the meaning **i can see the meaning in dictionary**) ."V8(
3. "Listening music, sometimes there is vocabulary that i don't know and **i search it in my dictionary application**) ."V9(

From the data above, it can be concluded that 3 of 10 research subjects (subject number 5, 8 and 9) applied look up new words in a dictionary as their speaking strategies to enrich vocabulary. From the extract which coded as V7 the research subject applied look vocabulary book and V8 and V9 shows that

subjects applied look up new words in a vocabulary so they can enrich their vocabulary

5. **Try to write a new vocabulary**

Based on the interview session, some of the research subjects admitted that they used to try to write a new vocabulary that help them to enrich their vocabulary. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the words questions" *What do you do to enrich your vocabulary* "?Below are the extract from the dialogue :

Extract 10

1. "**I try to write down the new vocabulary** that i get before and i practice it, so i can not forget it". (V9)

2. "Im still watched movie, and when **i get a new word i writedown** and i search what the meaning of the word and when i finish to write the word maybe until 20 or 25 i will memorize it. (V10)

From the data above, it can be concluded that 2 of 10 research subjects (subject number 1 and 2) applied try to write a new vocabulary as their speaking strategies to enrich vocabulary. From the extract which coded as V9 the data shows the subject applied to write down the new vocabulary and practice it, while the second extract which coded V10 shows same strategies but when they write down a new vocab they search the meaning of the word.

6. **Listening to song in English**

In interview session, some of the research subjects confirm that they used to listen a song in English that help them to enrich their vocabulary. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the words questions" *What do you do to enrich your vocabulary* "?Below are the extract from the dialogue :

> **Extract 11**
> 1. "If **i listen English song** i hear a rare word". (V11)
> 2. "**Listening music** ,read an English book, because if i find a new word and i don't know what the meaning i can see the meaning in dictionary". (V12)
> 3. "**Listening music** ,sometimes there is vocabulary that i don't know and i search it in my dictionary application". (V13)

From the data above, it can be concluded that 3 of 10 research subjects (subject number 6, 8 and 9) applied listen to song in English as their speaking strategies to enrich vocabulary. From the extract which coded as V11, V12 and V13, the data shows all of the subjects applied listen to song in English, so when they hear the song they can find out a new vocab.

7. Put new English words in sentence

From the interview, some of the research subjects confess that they used of put new English words in sentence that help them to enrich their vocabulary. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the words question" *What do you do to enrich your vocabulary* "?Below are the extract from the dialogue :

> **Extract 12**
> 1. "If i watch the movie and i don't know what the native speaker said and **i search the word and i make a sentence**) ."V14(

From the data above ,it can be concluded that 1 of 10 research subjects (subject number 3) applied put a new English words in sentence as their speaking strategies to enrich vocabulary. From the extract which coded as V14, the data shows that the subject applied to put new English words in sentence.

C. Grammar

1. Have friends to teach grammar

According to the result of interview, some of the research subjects admitted that they are used to have friends to teach grammar that help them to make their grammar better. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the words questions" *What do you do to make your grammar better* "?Below are the extract from the dialogue :

Extract 13

1. "I have more study about grammar, maybe in my class or search on google and i have friend in my dormitory, she has good in English, so **i ask her to teach me about grammar**) ."G15(

From the data above, it can be concluded that 1 of 10 research subjects (subject number 4) applied to have friends to teach grammar as their speaking strategies to make grammar better. From the extract which coded as G15, the data shows that the subject applied to ask friends to teach about grammr.

2. Asking teacher for correct about grammar

Based on the interview result, some of the research subjects confirm that they used to ask teacher for correct about grammar that help them to make their grammar better and understand about grammar. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the words question" *What do you do to make your grammar better* "?Below are the extract from the dialogue :

Extract 14

1. "I try to **ask my lecturer** when i get something that i don't understand, so i think i just

---

asking what i dind't understand about grammar subject. Or i practice to make some sentences, and i also read some book, including newspaper and magazine, i mostly learn grammar, speaking, reading, i learn in youtobe, maybe about dialog, or teacher explanation so i can understand from it. (G16)

2. "when my lecturer explain about the topic, maybe tenses or passive voice, i focused to listen my lecturer and when i got the thing that i don't know **i ask to my lecturer** or i search in google. So it can help me to make my grammar better. (G17)

3. "**i just ask my lecturer**) ."G18(

From previous paragraph ,it can be concluded that 3 of 10 research subjects (subject number 1, 2, and 6) applied ask their lecturer for correct about grammar as their speaking strategies to make grammar better. From the extract which coded as G16, G17 and G18 which shows that the subjects applied to ask their lecturer for advice in grammar, so when they get something that they don't really understand they will ask the lecturer .

3.**Reading articles and book in English**

In interview session, some of the research subjects admitted that they used to read articles and book in English that help them to make their grammar better. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the words question" *What do you do to make your grammar better* "?Below are the extract from the dialogue :

Extract 15

1. "I try to ask my lecturer when i get something that i don't understand, so i think i just asking what i dind't understand about grammar subject. Or i practice to make some sentences, and **i also read some book** ,including newspaper and magazine, i mostly learn grammar, speaking, reading, i learn in youtobe, maybe about dialog, or teacher

explanation so i can understand from it. (G19)

2. "I really like writing and i have to good in grammar so i just learn by grammar book and **i have to diligent to read like journal** ,text books and also i like pre writing, i love to writing on my mind, so if i find the wrong one i will check grammar, after that if i find something mistake i don't want to make me stop". (G20)

3. "I have to study more about structure ,**i can read a book** about grammar and maybe find people who understand about grammar". (G21)

4. "**i always read** sometimes its content about grammar so its make my grammar better, not just from formal only but in informal so i do it by myself". (G22)

From the data above, it can be concluded that 4 of 10 research subjects (subject number ,8 ,7 ,1 and 9) applied read articles and book in English articles as their speaking strategies to make grammar better. From the extract which coded as G19 and G20 shows that the subjects applied to read some book like articles, while the second extract with coded G21 and G22 applied to read book with the content about grammar so it can make their grammar better than before .

4. Learn tenses in English

Based on the interview result, some of the research subjects admitted that they used to learn tenses in English that help them to make their grammar better. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the words question"*What do you do to make your grammar better* "?Here is the extract from the dialogue :

<div style="border:1px solid black; padding:10px;">

Extract 16

1. "I must study hard about that, in my major **i always study about structure** ,and i must focus, if i understand what my lecturer said i make a sentence with my lecturer said". (G23)

2. "I have more **study about grammar** ,maybe in my class or search on google and i have friend in my dormitory, she has good in English, so i ask her to teach me about grammar". (G24)

3. "**I have to study more about structure** ,i can read a book about grammar and maybe find people who understand about grammar". (G25)

4. "I think **i need to study about it**) ."G26(

</div>

From the data above, it can be concluded that 4 of 10 research subjects (subject number 3,4, 8 and 10) applied to learn tenses in English as their speaking strategies to make grammar better. The extract From each subjects coded as G23, G24, G25 and G26 which shows that the subjects applied to learn tenses in English.

5. **Learn in youtube**

Based on the interview result, some of the research subjects confirm that they used to learn in youtube that help them to make their grammar better. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the words question"*What do you do to make your grammar better* "?Below are the extract from the dialogue :

<div style="border:1px solid black; padding:10px;">

Exctract 17

1. "I try to ask my lecturer when i get something that i don't understand, so i think i just asking what i dind't understand about grammar subject. Or i practice to make some sentences, and i also read some book, including newspaper and

</div>

> magazine ,i mostly learn grammar, speaking, reading ,**i learn in youtube** ,maybe about dialog, or teacher explanation so i can understand from it. (G27)

From the data above, it can be concluded that 1 of 10 research subjects (subject number 1) applied to learn in youtube as their speaking strategies to make grammar better. From the exctract which coded as G27 which shows that the subject applied to learn in youtobe like watched dialog or teacher who explain about grammar.

6. **Pay attention to the teachers' explanation**

From the interview, some of the research subjects confess that they used to pay attention to the teacher explanation that help them to make their grammar better. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the word question" *What do you do to make your grammar better* "?Here is the extract from the dialogue :

> **Extract 18**
>
> 1. "When my lecturer explain about the topic, maybe tenses or passive voice ,**i focused to listen my lecturer explanation** and when i got the thing that i don't know i ask to my lecturer or i search in google. So it can help me to make my grammar better. (G28)
>
> 2. "I must study hard about that, in my major i always study about structure, and **i must focus** ,if i understand what my lecturer said i make a sentence with my lecturer said". (G29)
>
> 3. "Just practice and **listen together with my friends and my lecturer for grammar**) ."G(30

From the data above, it can be concluded that 3 of 10 research subjects (subject number 2, 3 and 5) applied pay attention to the teacher explanation as

their speaking strategies to make grammar better. The extract From each subjects coded as G28, G29 and G30 which shows that the subjects applied to pay attention to the teacher, they are focus to listen what the teacher explanation.

2. **Strategies used by the students to develop their speaking in term of Fluency**

4.2 Students Strategies to Develop Speaking Ability in Term of Fluency

No	Indicators	Strategies	Frequency	Aspects
1	Fluency Better	• Practice with friends in English	3students	Social strategies
		• Watch video	2students	Cognitive
		• Read English book	2students	Cognitive
		• Talk to their self	1students	Metacognitive
2	Familiarize Themsleves	• Used English language in daily activity	5students	Metacognitive
		• Join organization or club	1students	Metacognitive
		• Interact with others in social media	1student	Social strategy
		• Reading English book	1students	Cognitive
		• Meet with some tourist	1student	Social strategy
.3	Overcome Anxienty	• Having self convidenve	6students	Affective strategy
		• Relax	2students	Affective strategy
		• Self motivation	2students	Affective strategy
		• Make an easy sentences	1student	Cognitive

In term of fluency better, the students applied watch video and read in English book (cognitive strategies), practice with friends in English (social

strategies) and self-talk in English and read in English book (metacognitive strategies).

In terms of familiarize English, the students applied to read English book (reading aloud) and watched English movie (cognitive strategies), use English in daily activity and join organization or club (metacognitive strategy) and interact with others in social media and meet with some tourist (social strategies) .

The last is overcome anxienty in presenting in front of the class, the students applied having self confidence, relax (affective strategies) and make an easy sentence (cognitive strategies)

a. Fluency Better

1. Practice with friends in English

From the interview, some of the research subjects confirm that they used to practice with friends in English that help them to make their fluency better. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the words question" *What do you do to make your fluency better* "?Here is the extract from the dialogue :

Extract 19

1. "I always **practice and practice** ,if we just be master in teori, i think it just more quickly our memorize lost in our mind. So just practice in daily activities". (F31)

2. "**I will practice** more about English, maybe like listening, speaking or reading, so it can my fluency better". (F32)

3. "**I just have to practice** ,like i speak in front of the mirror or make conversation

---

From the data above, it can be concluded that 3 of 10 research subjects (subject number 1, 2 and 4) applied to practice with friends in English as their speaking strategies to make fluency better. The extract From each subjects coded as F31, F32 and F33 the data shows that all the subjects applied to practice with friends in English in daily activity so it can make them to speak fluency in English.

3. **Self-Talk or speak in front of the mirror**

Based on the interview result, some of the research subjects admitted that they using of self-Talk or speak in front of the mirror that help them to make their fluency better. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the word question " *What do you do to make your fluency better* "?Here is the extract from the dialogue:

Extract 20

1. "I just have to practice, like **i speak in front of the mirror** or make conversation with my friend in the class". (F34)

From the data above, it can be concluded that 1 of 10 research subjects (subject number 4) applied with self-Talk or speak in front of the mirror as their speaking strategies to make fluency better. The extract from each subjects coded as F34 the data shows that the subject applied to talk to yourself in English like they speak in front of the mirror so they can make their fluency better .

4. **Watching video**

In interview session, some of the research subjects admitted that they used to watched video that help them to make their fluency better. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the word question" *What do you do to make your fluency better* "? Here is the extract from the dialogue :

Extract 21

1. "I try ro speak with other friends from the same department, or with my brother. And i also **watch westren movie** so i can get many vocabularies and learn their action". (F35)

2. "I would like to much **learning in the video** and find new friends that can speak English". (F36)

From the data above, it can be concluded that 2 of 10 research subjects (subject number 7 and 10) applied watched video as their speaking strategies to make fluency better. The extract From each subjects coded as F35 and F36 the data shows that the subjects applied to watch video like they watch western movie or watch the video in English so they can make their fluency better.

5. Reading in English book

Based on the interview done by the research, some of the research subjects admitted that they used to read in English book that help them to make their fluency better. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the word question" *What do you do to make your fluency better* "?Here is the extract from the dialogue :

Extract 22

1. "I will practice more about English, maybe like listening, speaking or **reading** ,so it

> can my fluency better". (F37)
>
> 2. "By **reading** and i always read my writing that i have write in English, when i have wrong pronounce i try to make it better, and learn from my friend". (F38)

From the data above, it can be concluded that 2 of 10 research subjects (subject number 2 and 9) applied to read book in English as their speaking strategies to make fluency better. The extract From each subjects coded as F37 and F38 the data shows that the subjects applied to read book in English like they try to always reading and when they has a wrong pronounciation they try to make it better and they practice it .

b. Familiarize English

1. Use English in daily activity

In interview session, some of the research subjects confirm that they used to use English in daily activity that help them to make theirselves familiarize with English. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the word question" *What do you do to familiarize yourselves with English* "?Below are the extract from the dialogue :

> **Extract 23**
>
> 1. "**I always speak** with other people, like my cousin, lecturer, my friends, my parents or my family." (FA39)
>
> 2. "**Everyday i speak** with my friends to improve the English". (FA40)

> 3. "**Just speak with my friends** and lesson with my lecture from English Department".
> (FA41)
>
> 4. "**I told with my friends** use English language and sometimes i combine with
> bahasa". (FA42)
>
> 5. "**Some of my friends can speak fluently** ,so i like to speak with them". (FA43)

From the data above, it can be concluded that 5 of 10 research subjects (subject number 3, 4, 5, 6 and 9) applied to use English in daily life as their speaking strategies to make theirselves familiarize with English. The extract From each subjects coded as FA39, FA40, FA41, FA42 and FA43 which shows that related with familiraize theirselves with English so they can speak with their family or their friends for make theirselves familiarize with English.

.2**Practicing speaking in English with friends**

From the interview, some of the research subjects confirm that they used to practice speaking in English with friends that help them to make theirselves familiarize with English. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the word question "*What do you do to familiarize yourselves with English* "?Below are the extract from the dialogue :

> **Extract 24**
>
> 1. **I always practice** ,not just in the campus but also in outside, or maybe we can
> enter one of the organization so we can familirize our self with English, like
> UKM Bahasa. (FA44)

> 2. "**I just always practice**) ."FA45(

From the data above, it can be concluded that 2 of 10 research subjects (subject number 1 and 2) applied practice speaking in English with friends as their speaking strategies to make theirselves familiarize with English. The extract from each subjects coded as FA44 and FA45 which shows that the subjects related use practice speaking in English with friends to make themselves get use to speak English in their daily activity.

3. **Join organization or club**

According to the result from the interview, some of the research subjects confess that they used to join organization/club that help them to make theirselves familiarize with English. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the word question "*What do you do to familiarize yourselves with English* "?Below are the extract from the dialogue :

> **Extract 25**
>
> 1. I always practice, not just in the campus but also in outside, or maybe we can **enter one of the organization** so we can familirize our self with English, like UKM Bahasa. (FA46)

From the data above, it can be concluded that 1 of 10 research subjects (subject number 1) applied join organization/club as their speaking strategies to make theirselves familiarize with English. The extract from each subjects coded as FA46 which shows that the subject above is join to several organization or club because in the organization they can try to practice or to

speak with the members in organization so it can make them brave to speak in their dality activity .

4. **Interact with other in social media**

Based on the interview result, some of the research subjects admitted that they used to interact with other in social media that help them to make theirselves familiarize with English. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the word question" *What do you do to familiarize yourselves with English* "?Here is the extract from the dialogue :

Extract 26

1. I just speak with my friends and lesson with my lecturer from English department. Now, she in Australia so when **i communicate with her i chat with her use English** .)FA47(

From the data above, it can be concluded that 1 of 10 research subjects (subject number 5) applied interact with others in social media as their speaking strategies to make theirselves familiarize with English. The extract from each subjects coded as FA47 which shows that the subject above is interact with others in social media like they always use English when they communicate with their lecturer.

5. **Read English book (Reading Aloud)**

From the interview, some of the research subjects admitted that they used to read English book (reading aloud) that help them to make theirselves familiarize with English. Which can be concluded as their learning speaking

strategies. It is indicated by their answer to the word question" *What do you do to familiarize yourselves with English* "?Here is the extract from the dialogue :

Extract 27

1. "I just familiarize myself with **read book (reading aloud)** ,watch movie and also maybe in Instagram i will find everything about English, in youtube i will subscribe like learning English with Lucy. (FA48)

2. "I make my self to busy with **read a book (reading aloud))** ."FA49(

From the data above, it can be concluded that 2 of 10 research subjects (subject number 7 and 10) applied to read book (reading aloud) as their speaking strategies to make theirselves familiarize with English. The extract From each subjects coded as FA48 and FA49 which shows that the subjects above is reading English book so when they find any kind of the word they find in dictionary and they learn about translation when they read book so it can make their self busy with English and make theirselves familiarize with English.

6. **Watch English Movie**

Based on the interview done by the research, some of the research subjects admitted that they used to watched English movie that help them to make theirselves familiarize with English. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the word question" *What do you do to familiarize yourselves with English* "?Here is the extract from the dialogue :

<div style="border:1px solid black; padding:10px;">

Extract 28

1. "I just familiarize myself with read book ,**watch movie** and also maybe in Instagram i will find everything about English, in youtobe i will subscribe like learning English with Lucy". (FA50)

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From the data above, it can be concluded that 1 of 10 research subjects (subject number 7) applied of watched English movie as their speaking strategies to make theirselves familiarize with English. The extract From each subjects coded as FA50 which shows that the subject applied to watched English movie so that they can possibly to familiarize theirselves with English.

7. Meet with some tourist

Based on the interview result, some of the research subjects admitted that they used of meet with some tourist that help them to make theirselves familiarize with English. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the word question" *What do you do to familiarize yourselves with English* "?Here is the extract from the dialogue:

<div style="border:1px solid black; padding:10px;">

Extract 29

1. "We can always together with our friend who can speak English or who has a good English and maybe in the other ways maybe we can go to Rotterdam to **meet with some touris** and search knowledge about it". (FA51)

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From the data above, it can be concluded that 1 of 10 research subjects (subject number 8) applied of meet with some tourist as their speaking strategies to make theirselves familiarize with English. The extract From each subjects coded as FA51 which shows that the subjects applied to meet with

some tourist so the can feel free for speak and they can search knowledge each others .

c. Students' strategies to overcome anxienty in front of the class

1. Having self confidence

From the interview, some of the research subjects confess that they used to having self confidence that help them to overcome anxienty in presenting in front of the class. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the word question" *What do you do to overcome your anxienty in presenting in front of your class* "?Below are the extract from the dialogue :

Extract 30

1. "Don't shy, not embarrass to our classmate, i try to think that i just standing up in front of my class ,**i just confidence** with my classmate, so with it i can overcome my anxienty in presenting in front of my class. Or i just change my mindset" (AX52)

2. "**i always confidence** in front of my class, so it can overcome my anxienty". (AX53)

3. "I should believe with my self because my daddy said, if you stand up in front of your classmate you **must confidence** ,if you believe with your self my daddy said you can get it".(AX54)

4. "Just speak calm and belive my self. And **i have a good confidence**)."AX55(

5. "Before we presenting in front of the class we have to know more about the material and then we have to **develop our self confidence**)."AX56(

6. "I wold like to **make more my confidence coming out** .I always to high my self". (AX57)

From the data above, it can be concluded that 6 of 10 research subjects (subject number 1, 2, 3, 5, 8 and 10) applied of having self confidence as their speaking strategies to overcome anxienty in presenting in front of the class. The extract From each subjects coded as AX52, AX53, AX54, AX55, AX56 and AX57 which shows that the subjects having self confidence to speak in front of the class, they should believe to theirselves that they can do it and they just stand in front of their friends.

2. Relax

In interview session, some of the research subjects admitted that they used to relax that help them to overcome anxienty in presenting in front of the class. Which can be concluded as their learning speaking strategies. It is indicated from their answer to the word question"*What do you do to overcome your anxiety in presenting in front of your class* "?Here is the extract from the dialogue:

Extract 31

1. "Im just took a breath and **calm down**) ."AX58(

2. "I try to take a depth breath and **calm down** my self". (AX59)

From the data above, it can be concluded that 2 of 10 research subjects (subject number 6 and 9) applied of calming down as their speaking strategies to overcome anxienty in presenting in front of the class. The extract From each subjects coded as AX58 and AX59 which shows that the subjects are calming down when they speak in front of their friends.

3. Make an easy sentence

According to the result from interview, some of the research subjects confirm that they used to make an easy sentence that help them to overcome anxienty in presenting in front of the class. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the word question "*What do you do to overcome your anxienty in presenting in front of your class* "?Below are the extract from the dialogue:

Extract 32

1. "if i want to say some vocab, but i don't know about the meaning ,**i just try to make an easy sentence** ,and make it complete with my sentence" (AX60)

From the data above, it can be concluded that 1 of 10 research subjects (subject number 4) applied of make an easy sentence as their speaking strategies to overcome anxienty in presenting in front of the class. The extract From subjects coded as AX60 which shows that the subject are make an easy vocab and make it complete with the sentence, so they can still confidence to speak.

4. Self motivation

In interview session, some of the research subjects admitted that they used to motivate their self that help them to overcome anxienty in presenting in front of the class. Which can be concluded as their learning speaking strategies. It is indicated by their answer to the word question"*What do you do to overcome your anxienty in presenting in front of your class* "?Here is the extract from the dialogue:

From the data above, it can be concluded that 2 of 10 research subjects (subject number 7 and 10) applied of motivate their self as their speaking strategies to overcome anxienty in presenting in front of the class. The extract From subjects coded as AX61 and AX62 which shows that the subjects always fight their self to stand in front of the people to make their confidence is coming out. Table 4.1 shows the kinds of students' learning strategies used in developing speaking ability

Table 4.1 Kinds of strategies used by the students to develop their speaking in term of accuracy and fluency

No	Learning strategies in term of accuracy	No	Learning strategies in term of fluency
1	Watch English movie and video	1	Practice with friends in English
2	Sing and listen to English song	2	Talk to yourself in English
3	Use dictionary application to learn correct pronounciation	3	Watch video
4	Imitate native speakers' pronounciation	4	Read in English book (reading aloud)
5	Read English articles	5	Use English in daily activity
6	Memorize lists of English	6	Practice with others
7	Write a new vocabulary	7	Join organization or club
8	Listen to song in English	8	Interact with others in social media
9	Put new English words in sentences	9	Watch English movie
10	Have friends to teach about grammar	10	Meet with some tourist
11	Ask lecturer for correct about grammar	11	Having self confidence
12	Read articles and book in English	12	Relax
13	Learn tenses in English	13	Make an easy sentences
14	Learn in youtube	14	Self motivation
15	Pay attention to the teacher explanation	15	-

The information from interviews in table 4.1 showed that there were 15 kinds of speaking strategies implemented in term of speaking accuracy and 14 strategies of speaking in term of speaking fluency .

B. Discussion

As has been presented on findings, results in interview showed that research subject had various answer towards the question of their strategies on learning speaking including accuracy and fluency. Accuracy is how to enhance pronounciation, enrich vocabulary ,make grammar better. On the other hand fluency is how to make fluency better, familiarize yourself with English and how to overcome anxienty in presenting in front of the class. Below are details from answers from all of the data subject .

In terms of enhancing pronounciation, most applied strategies are watched Eglish movie and video (applied by 6 students), while sing and listen to English song, use google translate to learn correct pronounciation in English wich are appeared to be applied by 4 students ,imitate native speakers' pronounciation and read English articles which are appeared to be the least applied (1 student) .

In addition, the teories related to the findings of students' speaking learning strategies to enhance pronounciation is the auditory representation in cognitive strategis stated by Chamot, O'Malley and Oxford (2003). Auditory representation includes; sing and listen to English song (cognitive), Watch English movie and video (cognitive), use google translate to learn correct pronounciation in English (cognitive), and read English articles

(cognitive/metacognitive), while imitate native speakers' pronounciation is representation in compensation strategy .

When it came to the strategies to enrich vocabulary, most applied strategies are watch English movie (applied by 4 students), while listen to English song (applied by 3 students), read book in English which is appeared to be applied by 2 students and try to write a new vocabulary which is appeared to be applied by 2 students, memorize lists of English words and put new English in sentence which are appeared to be the least applied by 1 student.

Moreover ,the teories related to the findings of students' speaking learning strategies to enrich vocabulary is cognitive strategis stated by Chamot, O'Malley and Oxford (2003). In this research, cognitive strategies include: read book in English, watch English movie, try to write a new vocabulary, listen to song in English, and put new English words in sentence. While the students' speaking learning strategies to enrich vocabulary is memory-related strategies stated by Oxford (2001). Memory-related strategies include : memorize lists of English words and look up new words in a dictionary .

To make their grammar better, most applied strategies are read articles and book in English and learn tenses in English (applied by 4 students), ask teacher for advice in grammar and pay attention to the teacher (applied by 3 students), while ask friends for teach about grammar and learn in youtobe which is appeared to be applied by 1 student.

 Furthermore, the teories related to the findings of students' speaking learning strategies to make grammar better is cognitive strategis stated by

Chamot, O'Malley and Oxford (2003). In this research, cognitive strategies include: read articles and book in English, learn tenses in English, learn in youtobe and pay attention to the teacher .While the students' speaking learning strategies to make grammar better related with social strategies stated by Oxford (2001). Social strategies include : ask friends for teach about grammar and ask teacher for advice in grammar .

1. **Strategies used by the students to develop their speaking in term of Fluency**

    In order to make their fluency better, 3 of 10 students used initiate conversations by firstly starting to speak in English. 1 students used practiced by talking to themselves use English. 2 students used of watch video and read in English book.

    Most applied strategies are practice with friends in Englihs (applied by 3 students), watch video and read in English book are applied by 2 students, while talk to theirselves which is appeared to be applied by 1 student .

    Moreover, the teories related to the findings of students' speaking learning strategies to make fluency better is cognitive strategies stated by Chamot, O'Malley and Oxford (2003). In this research, cognitive strategies include: watching video and read in English book, social strategies include : try to speak English with friends and practice with friends in English, While the students' speaking learning strategies to make grammar better related with social strategies stated by Oxford (20 .(01Social strategies include : try to speak English with friends and practice with friends in English. The last is

metacognitive strategies including talk to theirselves in English and followed by read in English book .

In order to familiarize themselves with English, 5 of 10 research subjects used English language in daily activity, 2 students used initiate conversations by firstly starting to speak in English, 1 students used join organization/club, 1 students used interact with others in social media 2 , students used stay in contact with English culture by watching and 1 students used reading English book and also 1 students used meet with some tourist.

Furthermore, the teories related to the findings of students' speaking learning strategies to familiarize self with English is cognitive strategies stated by Chamot, O'Malley and Oxford (2003). In this research, cognitive strategies include: read English book and watch English movie, metacognitive strategies include : used English in daily activity and join organization or club and the last is social strategies include : practice with others, interact with others in social media and meet with some tourist .

Meanwhile, to overcome anxienty in presenting in front of the class, 6 of 10 reseach subects stated that they used having self confidence when they stand in front of their friends, they change their mindset and they fight their self to do the best, 2 students admitted that they used of relax to convey some materials in front of their friends, 1 students make an easy sentences for make them easy to deliver the materials and also 2 students confirm that they motivate their self to speak in front of the people .

In addition, the teories related to the findings of students' speaking learning strategies to familiarize self with English is affective strategies stated by Chamot, O'Malley and Oxford (2003). In this research, affective strategies include: having self confidence and relax, while cognitive strategies include: make an easy sentence.

From the result of interview, the researcher noted that the learning strategies most often by the students in term of speaking accuracy were usually cognitive strategies. Meanwhile, social strategy, memory related strategy and compensation strategy were not so often used .Beside that, the learning strategies most often by the students in term of speaking fluency were usually social strategies and cognitive strategies. Meanwhile, metacognitive strategies, compensation strategies and affective strategies were not so often used .

Based on the research findings, the researcher discusses the finding of research. The discussion contains of learning strategies used by student in classroom at English Department of Muhammadiyah University of Makassar to develop their English ability especially in speaking. In the discussion section, the researcher tried to make description of the research finding with relevant the theory by O'Malley and Chamot.(2003)

In relation to learning strategies in speaking skill, there are several researchers who conduct research related to the topic .Alfiyanaini (2017) classified the strengths and weaknesses of learning strategies in speaking skill. She stated that the strengths of the learning strategies in speaking skill are the students get many new vocabularies, fluently in speaking English,

pronounciation and confidence in speaking English in the public. Meanwhile, the weaknesses are in the grammar. It also related to Itania (2014) who asserted the reasons of using speaking strategies by students at MAN 3 Tulungagung. She claimed that the student at MAN 3 Tulungagung used speaking strategies because they can control speaking strategy properly, they can memorize a variety of vocabulary quickly, and they are easier to talk because they can capture what they are talking about, most of them ignore the grammar and vocabulary, they know and understand about what their friends talking about. On the other hand, the focus of the present study is also different with Zare (2012). His research showed that the employment of language learning strategies facilitate and improve language learning and assist language learner in different ways. He investigated the relationship between the language learning strategies and language learning achievement.

However, this research is more focus on classified those learning strategies into speaking accuracy and speaking fluency without emphasizing them on the strength, weakness, reason of using it, and the relationship with other terms.

Concerning the use of speaking strategies in this research, the students applied 15 strategies for accuracy (watch English movie and video, sing and listen to English song, use dictionary application to learn correct pronounciation, imitate native speakers' pronounciation, read English articles, write a new vocabulary, listen to song in English, Put new English words in sentences, have friends to teach about grammar, ask lecturer for correct about

grammar, read articles and book in English, learn in youtube and pay attention to the teacher explanation (and 14 strategies for fluency) practice with friends in English, talk to yourself in English, watch video, read book in English (reading aloud), use English in daily activity, practice with others, join organization or club, interact with others in social media, watch English movie, meet with some tourist, having self confidence, relax, and self motivation (which cover in Gani, et al (2015). In addition, there are 5 new strategies that found from present study, namely :*meet with some tourist, having self confidence, relax, make and easy sentences and self motivation* .

Ramzjo (2010) stated that some tried to pay more attention to accuracy than fluency while to others, communication played the most important role in their speaking. It is in line with the present study which showed that the students preferred to use the strategies for accuracy more than fluency .

Darwanto (2014) explained that although the students used the same learning strategies, but they had different activities in using the strategies for mastering their speaking skill. It deals O'Malley, et al.'s theory (2003) including metacognitive strategies, cognitive strategies, and socio-affective strategies .

Metacognitive strategy includes self-monitoring learning strategy. In self monitoring learning strategy, student A measured their accuracy in pronounciation, intonation, and grammar by consulting with the native speaker friends via media social, by exchanging e-book files and record files, while

student D and S measured it by using dictionary and listening lecturer's advice only .

Cognitive strategy includes repetition, translation, and auditory representation. In repetition learning strategy, student A chose to imitate British dialect while student D and S preferred to use their own dialect, that is way, the students A pronounciation and speaking fluency is better than student D and S. Besides, in translation learning strategy, student A and D chose to speak English directly, while the students S chose to translate in Indonesian first. That is way the student's S speaking skill is not to good. Furthermore, in auditory representation learning strategy, students A and D had good method in remembering vocabularies, while student S had no method in remembering vocabularies .

Socio-affective strategy includes cooperating. In cooperating learning strategy, students A more practiced in speaking English than student D and S. Student A often practiced her English with her native speaker friends via media social by using video call and records. It is the reason why student A has good skill in speaking better than student D and S .

Furthermore, Prabawa (2016) claimed that there are some strategies used by Indonesian tertiary students when they speak English and improve their speaking ability, namely *cognitive, metacognitive, and compensation strategy* .Compensation strategy was the type of speaking strategy that mostly used by the students in terms of speaking English, while cognitive strategy was indicated as the mostly speaking strategies used by the tertiary students in

improving their speaking ability. In the recent study, mostly used strategies in term of speaking English were cognitive strategy, social strategy, affective strategy, compensation strategy, metacognitive strategy and memory related strategy.

Based on the results above, the researcher concludes that bad or good the speaking skills of someone are depend to the effort of someone. The researcher did not compare students' strategies with one another because this present study only focused on active students strategies in the classroom .

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of research findings and the suggestion related to the research.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher put conclusion as follows:

The speaking learning strategies employed to improve the students' strategies in speaking accuracy in terms of pronounciation, vocabulary, and grammar by the students at Muhammadiyah University of Makassar in the academic year of 2018/2019. The theories related to the findings of students' speaking strategies covering as cognitive strategies, metacognitive strategies, compensation strategies, memory related strategies and social strategies .

In term of pronounciation, the students watched english movie and video, sing and listen to English song, use gdictionary application to learn correct pronounciation in English and read English articles (cognitive strategies), read English articles (metacognitive) and imitate native speakers' pronounciation (compensation strategies.(

In terms of vocabulary, the students read book in English, watched English movie, try to write a new vocabulary, listen to song in English and put new English words in sentence (cognitive strategies), read book in English

(metacognitive strategy) and memorize lists in English words and look up new words in a dictionary (memory-related strategies).

The last of grammar, the students read articles and book in English, learn tenses in English, learn in youtube and pay attention to the teacher explanation (cognitive strategies) while ask friends for teach about grammar and ask teacher for advice in grammar (the socal strategies).

The speaking learning strategies to the students' strategies in speaking fluency divided into fluency better, familiarize in English and overcome anxienty in presenting in front of the class by students at Muhammadiyah University of Makassar in the academic year of 2018/2019 .Showed results that the theories related to the findings of students' speaking strategies classify as cognitive strategies, metacognitive strategies, social strategies and affective strategies .

In term of fluency better, the students applied watch video and read in English book (cognitive strategies), practice with friends in English (social strategies) and self-talk in English and read in English book (metacognitive strategies).

In terms of familiarize English, the students applied to read English book (reading aloud) and watched English movie (cognitive strategies), use English in daily activity and join organization or club (metacognitive strategy) and interact with others in social media and meet with some tourist (social strategies) .

The last is overcome anxienty in presenting in front of the class, the students applied having self confidence, relax (affective strategies) and make an easy sentence (cognitive strategies).

B. Suggestion

The researcher divided suggestion in three parts which are addressed for the educators especially English education teachers and lecturers, for students especially in English Department and for the next similar researchers.

1. **For the educators**

   Educators, may add variety concepts of speaking learning strategy of students in the future teaching activity. The teachers and educators may practice the concepts related to speaking leaning strategy in order to maximizing or even improving the result which is the students speaking ability.

2. **For the students**

   Students, especially the students in English Department might explore new strategies on speaking learning and try to apply the most applied strategies find by the researchin case they are using different strategies to know what kind of strategies fit them best to develop their speaking .

3. **For next research**

   For the next similar research, this research is expected to be useful as information sources. The researcher suggests to the next researcher can continue this research to get more strategies to develop speaking ability in classroom .

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APPENDICES

INTERVIEW TRANSCRIPT

Researcher **(R)**

Sample 01 **(S01)**

R   :Could you tell me how much do you like the speaking subject? Why?

S01   : I like speaking subject so much, because in speaking subject no matter you are good in grammar or structure, you may speak up whether loudly or more quickly, and you don't think about how good your vocabulary or your structure.

R :   Do you have other informal education backround that helps you to improve your speaking skill today?

S01   : No, i don't have

R   : What is your strategy on learning speaking? How do you apply it?

S01   : My strategies to learn speaking subject is i think just watching some video in youtube or vlogger, like teacher explain about vocabulary, or how to practice English in daily activity and by the video i can get something new vocabulary and when i got new vocabulary, i try to find the meaning of the word by google translate or dictionary, in the other hand i also watching drama or movie, the movie are not always the native speaker, but maybe korea drama but the translate is English language .So i can try to make some sentence that almost same with the drama and most familiar with all people use in their daily activity. And i think by watching some video i can learn by our self, i don't need special teacher.

R :   Do you apply other strategies?

S01   : Yes, the other strategies for me is when i meet with my friends i try to use English and no matter he/she know about the meaning, i just continue what my speak up

R   : What do you do to enhance your pronounciation?

S01   : Of course i can enhance my pronounciation by same what i said before but i always watching the native speaker maybe in youtobe, i always follow the style, like british or american style and in practice, i try to increace my confidence although my pronunciation still below avverage but i always practice .

R   : What do you do to enrich your vocabulary?

S01   : I try to write down the new vocabulary that i get before and i practice it, so i can not forget it .

R   : What do you do to make your grammar better?

S01   :when grammar subject i try to ask my lecturer when i get something that i don't understand, so i think i just asking what i dind't understand about grammar subject. Or i practice to make some sentences, and i also read some book, including newspaper and magazine, i mostly learn grammar, speaking, reading, i learn in youtobe, maybe about dialog, or teacher explanation so i can understand from it. I need the people who are can explain more detail .

R   :What do you do to make your fluency better?

S01   :i always practice and practice, if we just be master in teori, i think it just more quickly our memorize lost in our mind. So just practice in daily activities.

R   :What do you do when you forget what do you want to say in your presentation?

S01   :I think just enjoy the presentation and when i forget what i want to say i just try to continue with use the alternative sentence that almost same with what i mean before.

R   :What do you do to familiarize yourselves with english?

S01   :I always practice, not just in the campus but also in outside, or maybe we can enter one of the organization so we can familirize our self with English, like UKM Bahasa .

R   :Do you have special friends to practice your English?

S01   :No, i don't have because sometimes when i speak with my friends he/she will didn't care with me, so i just speak to my own self and sometimes i listen my favorite English song, like Alan Walker.

R   :What do you do to overcome your anxienty in presenting in front of your class?

S01   :don't shy, not embarrass to our classmate, i try to think that i just standing up in front of my class, i just confidence with my classmate, so with it i can overcome my anxienty in presenting in front of my class. Or i just change my mindset.

R   : What do you do when you forget some word?

S01   :I just find the other word that can make the sentence are perfectly that almost same meaning. i don't have to use in Bahasa .

SAMPLE 02 (S02)

R : Could you tell me how much do you like the speaking subject? Why?

S02 :I like speaking so muxh because it correlate with my major English Department and if i have good speaking or good pronounciation, it can make me easy to communicate with other people ,maybe with my lecturer, my friends or touris.

R :Do you have other informal education backround that helps you to improve your speaking skill today?

S02 :I don't have

R :What is your strategy on learning speaking? How do you apply it?

S02 :My strategies is always practice with my friends and if i see something i say it with English. For Example i in the market and i see the new English word, i try to practice it.

R :Do you apply other strategies?

S02 :No, i just practice what the new word i got before

R :What do you do to enhance your pronounciation?

S02 :I always watched movie that use british or american action, so i learn from the movie and i like to listen music

R :What do you do to enrich your vocabulary?

S02 :Im still watched movie, and when i get a new word i writedown and i search what the meaning of the word and when i finish to write the word maybe until 20 or 25 i will memorize it .

R :What do you do to make your grammar better?

S02 :When my lecturer explain about the topic, maybe tenses or passive voice, i focused to listen my lecturer and when i got the thing that i don't know i ask to my lecturer or i search in google. So it can help me to make my grammar better.

R :What do you do to make your fluency better?

S02 :I will practice more about English, maybe like listening, speaking or reading, so it can my fluency better.

R :What do you do to familiarize yourselves with english?

S02 :I just always practice

R   :What do you do to overcome your anxienty in presenting in front of your class?

S02   :Actually, im very unfortunate person but i always confidence in front of my class, so it can overcome my anxienty

R   :What do you do if you forget what do you want to say?

S02   :I will use other sentences to solve what i forgot.

SAMPLE 03 (S03)

R   :Could you tell me how much do you like the speaking subject? Why?

S03   :I just like speaking subject, because if i speak with my father, my parents or my brother i feel comfortable.

R   :Do you have other informal education backround that helps you to improve your speaking skill today?

S03   :Yes, i have. EC Course, in Minasaupa

R   :What is your strategy on learning speaking? How do you apply it?

S03   :I always speak in front of the mirror if i want to do the activity, sometime if i want to take a bath, clean my room, i always make the sentence about that. Maybe if i have activity or if i have a job in the campus.

R   :Do you apply other strategies?

S03   :If i at home, i always speak eith my father, if i don't know what my father said, im search in the dictionary or my phone.

R   :What do you do to enhance your pronounciation?

S03   :I just liten music, watching the video and if i don't know what the native speaker said i just search in the dictionary and i check my pronounciation use my application in the mobile phone .

R   :What is the application?

S03   :It is Dictionary online English Indonesia

R   :What do you do to enrich your vocabulary?

S03   :If i watch the movie and i don't know what the native speaker said and i search the word and i make a sentence .

R   :What do you do to make your grammar better?

S03	:I must study hard about that, in my major i always study about structure, and i must focus, if i understand what my lecturer said i make a sentence with my lecturer said
R	:What do you do to make your fluency better?
S03	:I just speaking English everyday in my home, at the campus with my friends or with other people
R	:What do you do to familiarize yourselves with english?
S03	:I always speak with other people, like my cousin, lecturer ,my friends, my parents or my family.
R	:What do you do to overcome your anxienty in presenting in front of your class?
S03	:I should believe with my self because my daddy said, if you stand up in front of your classmate you must confidence, if you believe with your self my daddy said you can get it.

SAMPLE 04 (S04)

R	:Could you tell me how much do you like the speaking subject? Why?
S04	:I really love English, it because as we know English is International Language so i have study more and more about English, and now my lecture is English, so i have to know about English and for improve my speaking i studied maybe only from the movie and listening
R	:Do you have other informal education backround that helps you to improve your speaking skill today?
S04	:No, i don't have
R	:What is your strategy on learning speaking? How do you apply it?
S04	:I listen a music and i hear a new vocab and when i don't know what the meaning i search on google and i write down and i put on the mirror, so i can see and i can remember.
R	:Do you apply other strategies?
S04	:No. Just listening music
R	:What do you do to enhance your pronounciation?
S04	:I just hear a new vocab and when i don't know how to pronounce it i try to search on google and i hear the google translater said and i just reply it .

R	:What do you do to enrich your vocabulary?

S04 :I just watched a movie and i find a new vocab, so i just look for meaning and i write so i must remember the vocab.

R :What do you do to make your grammar better?

S04 :I have more study about grammar, maybe in my class or search on google and i have friend in my dormitory, she has good in English, so i ask her to teach me about grammar.

R :What do you do to make your fluency better?

S04 :I just have to practice, like i speak in front of the mirror or make conversation with my friend in the class

R :What do you do to familiarize yourselves with english?

S04 :Everyday i speak with my friends to improve the English

R :What do you do to overcome your anxienty in presenting in front of your class?

S04 :As usual, if i want to say some vocab, but i don't know about the meaning, i just try to make an easy vocab ,and make it complete with my sentence .

R :What do you do if you presenting in front of the class and suddenly you forget the sentence ?

S04 :I just try to reply my last sentence and i try to make a new sentence to make it connect with my presentation .

SAMPLE 05 (S05)

R :Could you tell me how much do you like the speaking subject? Why?

S05 :I can't explain how i love the speaking subject, because for the speaking i want to continue my study in the other countrie so i want improve my speaking more and more. But yah i do love speaking

R :Do you have other informal education backround that helps you to improve your speaking skill today?

S05 :No.

R :What is your strategy on learning speaking? How do you apply it?

S05 :The first is just speak, just believe our self and just be brave

R :Do you apply other strategies?

S05	:Yes, i searching much vocabulary and i read everyday and i listening music, i practice like dialog with my friends
R	:What do you do to enhance your pronounciation?
S05	:I just singing, because im very like singing
R	:What do you do to enrich your vocabulary?
S05	:Just Look my vocabulary book and serching in internet .
R	:What do you do to make your grammar better?
S05	:just practice and listen together with my friends and my lecturer for grammar
R	:What do you do to make your fluency better?
S05	:Just speak and speak. Because if we always speak so it make us easy to say what we want to say
R	:What do you do to familiarize yourselves with english?
S05	:Just speak with my friends and lesson with my lecture from English Department, and now she in Australia so when i communicate with her or chat with her i use English
R	:What do you do to overcome your anxienty in presenting in front of your class?
S05	:Just speak calm and belive my self. And i have a good confidence. So when i forget what i want to say i just stop and believe my self that i can continue my sentence, for example i silent to make my self be calm and searching the vocabulary not like before when im stop .

SAMPLE 06 (S06)

R	:Could you tell me how much do you like the speaking subject? Why?
S06	:I really like speaking subject because i think if someone speak with English is it's look awasome.
R	:Do you have other informal education backround that helps you to improve your speaking skill today?
S06	:No, i don't have
R	:What is your strategy on learning speaking? How do you apply it?
S06	:My strategy on learning speaking is listening English song or watching movie without sub title

R	:Do you apply other strategies?
S06	:No, i don't apply
R	:What do you do to enhance your pronounciation?
S06	:If i listening English song i hear the speaker or the singer pronounciation and correct my pronounce.
R	:What do you do to enrich your vocabulary?
S06	:Sometimes, if i listen English song i hear a rare word so that it's enrich my vocabulary
R	:What do you do to make your grammar better?
S06	:sometimes i just ask my lecturer
R	:What do you do to make your fluency better?
S06	:I just talking with my friends and singing english song
R	:What do you do to familiarize yourselves with english?
S06	:I told with my friends use English language and sometimes i combine with bahasa
R	:What do you do to overcome your anxienty in presenting in front of your class?
S06	:Im just took a breath and calm down

SAMPLE 07 (S07)

R	:Could you tell me how much do you like the speaking subject? Why?
S07	:I really like speaking subject when i in senior high school, i think in speaking, i can get many interaction with others. And it make me great satisfaction i can meet with new people, new friend, and also i can explore my self
R	:Do you have other informal education backround that helps you to improve your speaking skill today?
S07	:When i was in junior high school i joned in English Conversation Community (ECC) in that community i begin to enrich my self and i begin to more greatful with i can do
R	:What is your strategy on learning speaking? How do you apply it?

S07	:I like to watch a western movie and i like to listen when people told like in the Televion. Actually im not good in speaking, so i never to stop to try .
R	:Do you apply other strategies?
S07	:I just listen, because i love listening
R	:What do you do to enhance your pronounciation?
S07	:Im really like to watch the Harry Poter movie and i always use my dictionary on my phone if i find my pronounctiation is wrong
R	:What do you do to enrich your vocabulary?
S07	:I use my dictionary on my phone and i read an English book, and read many story about English.
R	:What do you do to make your grammar better?
S07	:Actually, i really like writing and i have to good in grammar so i just learn by grammar book and i have to diligent to read like journal, text books and also i like pre writing, i love to writing on my mind, so if i find the wrong one i will check grammar, after that if i find something mistake i don't want to make me stop
R	:What do you do to make your fluency better?
S07	:I try ro speak with other friends from the same department, or with my brother. And i also watch westren movie so i can get many vocabularies and learn their action.
R	:What do you do to familiarize yourselves with english?
S07	:I just familiarize myself with read book, watch movie and also maybe in Instagram i will find everything about English, in youtube i will subscribe like learning English with Lucy .
R	:What do you do to overcome your anxienty in presenting in front of your class?
S07	:I have to fight my self to stand in front of people

SAMPLE 08 (S08)

R	:Could you tell me how much do you like the speaking subject? Why?
S08	:Ilike speaking because its one of the skill that should i improve

R   :Do you have other informal education backround that helps you to improve your speaking skill today?

S08 :I ever join many course place and i have organition, namely EXIT .

R :What is your strategy on learning speaking? How do you apply it?

S08 :actually, i don't have many strategy for learning speaking, i just improve my self and just motivate my self how i can be a good speaker and how i can to develop my skill

R :Do you apply other strategies?

S08 :i have other strategy like everyday i fight my self to speak with my friend or my lecturer that can make my speaking is good

R :What do you do to enhance your pronounciation?

S08 :I see in youtobe, and i read some article and find how to pronounce the new word.

R :What do you do to enrich your vocabulary?

S08 :Listening music, read an English book, because if i find a new word and i don't know what the meaning i can see the meaning in dictionary.

R :What do you do to make your grammar better?

S08 :I have to study more about structure, i can read a book about grammar and maybe find people who understand about grammar.

R :What do you do to make your fluency better?

S08 :I think i have to find the native speaker maybe we can told with someone who has a good speaking, like speak with lecturer or tourism.

R :What do you do to familiarize yourselves with english?

S08 :We can always together with our friend who can speak English or who has a good English and maybe in the other ways maybe we can go to Rotterdam to meet with some touris and search knowledge about it

R :What do you do to overcome your anxienty in presenting in front of your class?

S08 :Before we presenting in front of the class we have to know more about the material and then we have to develop our self confidence.

SAMPLE 09 (S09)

R   :Could you tell me how much do you like the speaking subject? Why?

S09   :I love speaking subject because speaking subject is very important and how to communicate other with speaking

R   :Do you have other informal education backround that helps you to improve your speaking skill today?

S09   :In the first semester i have course in Minasaupa

R   :What is your strategy on learning speaking? How do you apply it?

S09   :I just always teach my self to speak in front of my class and when im senior high school i speak in front of the audince in Kultum Every morning

R   :Do you apply other strategies?

S09   :No, only that.

R   :What do you do to enhance your pronounciation?

S09   :I like to write and i read it to practice my pronounciation and also with movie use English so sometimes i try to follow their pronounciation.

R   :What do you do to enrich your vocabulary?

S09   :Listening music, sometimes there is vocabulary that i don't know and i search it in my dictionary application.

R   :What do you do to make your grammar better?

S09   :My grammar is very bad, but from the word that i always read sometimes its content about grammar so its make my grammar better, not just from formal only but in informal so i do it by myself

R   :What do you do to make your fluency better?

S09   :By reading and i always read my writing that i have write in English, when i have wrong pronounce i try to make it better, and learn from my friend some of my friend has a good pronounciation, so from her i can practice.

R   :What do you do to familiarize yourselves with english?

S09   :Some of my friends can speak fluently, so i like to speak with them

R   :What do you do to overcome your anxienty in presenting in front of your class?

S09   :I try to take a depth breath and calm down my self .

SAMPLE 10 (S10)

R   :Could you tell me how much do you like the speaking subject? Why?

S10   :I really like the speaking subject because like giving us other material about talking in English and how to interaction directly to other people specialy for native speaker that we can transfer information or sharing other.

R   :Do you have other informal education backround that helps you to improve your speaking skill today?

S10   :No, i don't have because i just learn English by my self

R   :What is your strategy on learning speaking? How do you apply it?

S10   :I would like to download application about English Audio like music because it can help me to know what the people don't know about that but i can learn so much and it giving me new vocabulary and thats really helpful for me.

R   :Do you apply other strategies?

S10   :I just like watching video .

R   :What do you do to enhance your pronounciation?

S10   :Finding some dictionary and i fond some of word from there and i try to practicing again and again and i practice it a lot

R   :What do you do to enrich your vocabulary?

S10   :I just checking some lesson from the youtobe and games, because i think so many games that the content is about English vocabulary like the names of places, names of the thing and you can remember when you always play the games randomly and always to doing it .

R   :What do you do to make your grammar better?

S10   :Actually its not really good, but i think i need to study about it because i think its one of the key and we should handle it and sometimes we meet with native speaker but they do don't understand because my grammar its so bad, so thats we just still learning in the University in my class and just like learning to the book.

R   :What do you do to make your fluency better?

S10   :I would like to much learning in the video and find new friends that can speak English well so i can practicing a lot about English

R   :What do you do to familiarize yourselves with english?

S10   :Sometimes i make my self to busy with read a book, i really love to read a book like novel and when i didn't find any kind of the word that i don't know about the meaning i try to find in the dictionary and practicing again and learning about translation when you are read

R   :What do you do to overcome your anxienty in presenting in front of your class?

S10   :I wold like to make more my confidence coming out. I always to high my self like i didn't really have enough confidence for to showing my English with other people, so i can reac`h it well. So it can make my anxienty will be better than before

A. Pronounciation

1. "I always watching the native speaker maybe in youtobe, i always follow the style, like british or american style and in practice, i try to increace my confidence although my pronunciation still below avverage but i always practice."

2. "I always watched movie that use british or american action, so i learn from the movie and i like to listen music"

3. "I just listen music, watching the video and if i don't know what the native speaker said i just search in the dictionary and i check my pronounciation use my application in the mobile phone.

4. "I just hear a new vocab and when i don't know how to pronounce it i try to search on google and i hear the google translater said and i just reply it."

5. "I just singing an English song."

6. "If i listening English song i hear the speaker or the singer pronounciation and correct my pronounce."

7. "Im really like to watch the Harry Poter movie and i always use my dictionary on my phone if i find my pronounctiation is wrong."

8. "I see in youtobe, and i read some article and find how to pronounce the new word."

9. "I like to write and i read it to practice my pronounciation and also with movie use English so sometimes i try to follow their pronounciation."

10. "Finding some dictionary and i fond some of word from there and i try to practicing again and again and i practice it a lot."

B. Vocabulary

4. "I try to write down the new vocabulary that i get before and i practice it, so i can not forget it."

5. "Im still watched movie, and when i get a new word i writedown and i search what the meaning of the word and when i finish to write the word maybe until 20 or 25 i will memorize it.

6. "If i watch the movie and i don't know what the native speaker said and i search the word and i make a sentence."

7. "I just watched a movie and i find a new vocab, so i just look for meaning and i write so i must remember the vocab."

8. "Just Look my vocabulary book and serching in internet."

9. "if i listen English song i hear a rare word."

10. "I use my dictionary on my phone and i read an English book, and read many story about English."

11. "Listening music, read an English book, because if i find a new word and i don't know what the meaning i can see the meaning in dictionary."

12. "Listening music, sometimes there is vocabulary that i don't know and i search it in my dictionary application."

13. "I just checking some lesson from the youtobe and games."

C. Grammar

4. "I try to ask my lecturer when i get something that i don't understand, so i think i just asking what i dind't understand about grammar subject. Or i practice to make some sentences, and i also read some book, including newspaper and magazine, i mostly learn grammar, speaking, reading, i learn in youtobe, maybe about dialog, or teacher explanation so i can understand from it .

5. "when my lecturer explain about the topic, maybe tenses or passive voice, i focused to listen my lecturer and when i got the thing that i don't know i ask to my lecturer or i search in google. So it can help me to make my grammar better.

6. "I must study hard about that, in my major i always study about structure, and i must focus, if i understand what my lecturer said i make a sentence with my lecturer said."

7. "I have more study about grammar, maybe in my class or search on google and i have friend in my dormitory, she has good in English, so i ask her to teach me about grammar."

8. "just practice and listen together with my friends and my lecturer for grammar."

9. "i just ask my lecturer."

10. "I really like writing and i have to good in grammar so i just learn by grammar book and i have to diligent to read like journal, text books and also i like pre writing, i love to writing on my mind, so if i find the

wrong one i will check grammar, after that if i find something mistake i don't want to make me stop "

11. "I have to study more about structure, i can read a book about grammar and maybe find people who understand about grammar."

12. "i always read sometimes its content about grammar so its make my grammar better, not just from formal only but in informal so i do it by myself."

13. "I think i need to study about it."

D. Fluency Better

4. "I always practice and practice, if we just be master in teori, i think it just more quickly our memorize lost in our mind. So just practice in daily activities."

5. "I will practice more about English, maybe like listening, speaking or reading, so it can my fluency better."

6. "I just speaking English everyday in my home, at the campus with my friends or with other people."

7. "I just have to practice, like i speak in front of the mirror or make conversation with my friend in the class."

8. "Just speak and speak. Because if we always speak so it make us easy to say what we want to say"

9. "Just speak and speak. Because if we always speak so it make us easy to say what we want to say"

10. "I try ro speak with other friends from the same department, or with my brother. And i also watch westren movie so i can get many vocabularies and learn their action."

11. "I have to find the native speaker maybe we can told with someone who has a good speaking, like speak with lecturer or tourism ."

12. "By reading and i always read my writing that i have write in English, when i have wrong pronounce i try to make it better, and learn from my friend."

13. "I would like to much learning in the video and find new friends that can speak English."

E. Familiarize English

8. I always practice, not just in the campus but also in outside, or maybe we can enter one of the organization so we can familirize our self with English, like UKM Bahasa.

9. "I just always practice

10. "I always speak with other people, like my cousin, lecturer, my friends, my parents or my family".

11. "Everyday i speak with my friends to improve the English."

12. "Just speak with my friends and lesson with my lecture from English Department."

13. "I told with my friends use English language and sometimes i combine with bahasa."

14. "I just familiarize myself with read book, watch movie and also maybe in Instagram i will find everything about English, in youtube i will subscribe like learning English with Lucy"

15. "We can always together with our friend who can speak English or who has a good English and maybe in the other ways maybe we can go to Rotterdam to meet with some touris and search knowledge about it."

16. " Some of my friends can speak fluently, so i like to speak with them."

17. "I make my self to busy with read a book."

F. Overcome Anxienty

7. "Don't shy, not embarrass to our classmate, i try to think that i just standing up in front of my class, i just confidence with my classmate, so with it i can overcome my anxienty in presenting in front of my class. Or i just change my mindset"

8. "i always confidence in front of my class, so it can overcome my anxienty."

9. "I should believe with my self because my daddy said, if you stand up in front of your classmate you must confidence, if you believe with your self my daddy said you can get it."

10. "if i want to say some vocab, but i don't know about the meaning, i just try to make an easy vocab, and make it complete with my sentence"

11. "Just speak calm and belive my self. And i have a good confidence."

12. "Im just took a breath and calm down."

13. "I have to motivate my self to stand in front of people."

14. "Before we presenting in front of the class we have to know more about the material and then we have to develop our self confidence."

15. "I try to take a depth breath and calm down my self."

16. "I wold like to make more my confidence coming out. I always to motivate my self."

Table 4.1 Students' Speaking Strategies to Enhance Pronounciation

No	Kinds of Strategies	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
1	Watch english movie and video	✓	✓	✓				✓	✓	✓	
2	Sing and listen to English song		✓	✓		✓	✓				
3	Use google translate to learn correct pronounciation in English			✓	✓			✓			✓
4	Imitate native speakers ' Pronounciation	✓									
5	Read English articles								✓		

Table 4.2 Students' Speaking Strategies to enrich vocabulary

No	Kinds of Strategies	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
1	Read book in English							✓	✓		
2	Watch English movie		✓	✓	✓						✓
3	Memorize lists of English words		✓								
4	Look up new words in a dictionary					✓			✓	✓	
5	Try to write a new vocabulary	✓	✓								
6	Listen to song in English						✓		✓	✓	
7	Put new English words in sentence			✓							

Table 4.3 Students' Speaking Strategies to make grammar better

No	Kinds of Strategies	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
1	Have friends to teach about grammar				✓						
2	Ask lecturer for correct about	✓	✓				✓				

	grammar										
3	**Read articles and book in English**	✓						✓	✓	✓	
4	**Learn tenses in English**			✓	✓				✓		✓
5	**Learn in youtube**	✓									
6	**Pay attention to the teacher explanation**		✓	✓		✓					

Table 4.4 Students' Speaking Strategies to make fluency better

No	Kinds of strategies	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
1	**Practice with friends in English**	✓	✓		✓						
2	**Talk to yourself in Engish**				✓						
3	**Watch video**							✓			✓
4	**Read in English book**		✓							✓	

Table 4.5 Students' Speaking Strategies to familiarize yourselves with English

No	Kinds of strategies	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
1	**Use English in daily activity**			✓	✓	✓	✓			✓	
2	**Practice with others**	✓	✓								
3	**Join organization or club**	✓									
4	**Interact with others in social media**					✓					
5	**Read English book**							✓			✓
6	**Watch English movie**							✓			
7	**Meet with some tourist**								✓		

Table 4.6 Students' Speaking Strategies to overcome anxienty in presenting in front

of class

No	Kinds of strategies	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
1	Having self confidence	✓	✓	✓		✓			✓		✓
2	Relax						✓			✓	
3	Make an easy sentence				✓						
4	Self motivation							✓			✓

CURRICULUM VITAE

The researcher, Kiki Rezky Andriani was born on June 21st 1996 , in Camba, South Sulawesi. She is the first of three siblings from the marriage of Rusdi and Hikmawati. She began her study at SMPN 1 Camba Maros and graduated in 2011. Afterwards, she continued her study at SMAN 2 Camba Maros and graduated in 2014. In 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During her study in university, she joined organization, namely English Department Students Association (EDSA). Moreover, she joined organization and also social activities including some events held by Language Institite Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *Students' Strategies to Develop Speaking Ability in Classroom at English Department of Muhammadiyah University of Makassar*.

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