

**THE STUDY OF STUDENTS' ENGLISH LANGUAGE
LEARNING STRATEGIES IN SPEAKING SKILL**

(A Descriptive Research)



A THESIS

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

MUTMAINNAH
10535607214

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **NURHIQMA ASMA SARI**, NIM **10535 6082 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

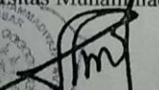
Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji : 1. Sulfasyah, M.A., Ph.D.
2. Farisha Andi Baso, S.Pd., M.Pd.
3. Dr. Saiful, S.Pd., M.Pd.
4. Sujariati, S.Pd., M.Pd.

(.....)
(.....)
(.....)
(.....)
(.....)
(.....)
(.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D.
NBM: 860934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Correlation between Students' Interest in Speaking and Their Vocabulary Mastery at the Tenth Grade Students of MA Aisyiyah Sungguminasa**

Name : **NURHIQMA ASMA SARI**

Reg. Number : 10535 6082 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I

Ummi Khaerati Syam, S.Pd., M.Pd.

Consultant II

Dr. Saiful, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807




بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : **Mutmainnah**
Stambuk : 10535 6072 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **The Study of Students' English Language Learning
Strategies in Speaking Skill**
Consultant I : **Umni Khaerati Syam, S.Pd.,M.Pd.**

Day / Date	Chapter	Note	Sign
29/1/18		→ Revised abstract → grammatical function of chapter 3. → writing style of the finalss.	Uf
7/1/19		See my correction on page- 11 and 21	Uf

Approved by:
Head of English Education Department


Umni Khaerati Syam, S.Pd.,M.Pd.
NBM: 977 807



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

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

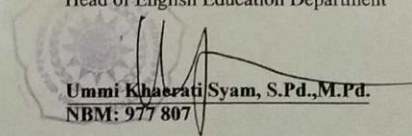
بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : **Mutmainnah**
Stambuk : 10535 6072 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **The Study of Students' English Language Learning
Strategies in Speaking Skill**
Consultant I : **Ummi Khaerati Syam, S.Pd.,M.Pd.**

Day / Date	Chapter	Note	Sign
5/1/19		OK Am	Ummi Khaerati Syam

Approved by:
Head of English Education Department


Ummi Khaerati Syam, S.Pd.,M.Pd.
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : **Mutmainnah**
Stambuk : 10535 6072 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **The Study of Students' English Language Learning Strategies in Speaking Skill**
Consultant II : **Muh. Saiful, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
15 Des 2018		Review the language of speech, body acts. General the the form of also the review	

Approved by:
Head of English Education Department

Umami Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807




بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Name : MUTMAINNAH
Reg. Number : 10535 6072 14
Jurusan : Pendidikan Bahasa Inggris
Title : The Study of Students' English Language Learning Strategies in Speaking Skill
Consultant II : Dr. Saiful, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
		<ul style="list-style-type: none">- tenses di rubah jadi 5-10- bullet (Skema kelas)- materi to be used.	

Makassar, 2018
Approved by:
Head of English Education Department


Umami Khaerati Svam, S.Pd., M.Pd
NBM. 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Mutmainnah**
Stambuk : 10535 6072 14
Jurusan : Pendidikan Bahasa Inggris

Dengan ini menyatakan *Perjanjian* sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai selesainya *skripsi* saya. Saya akan *menyusun sendiri skripsi* saya (tidak dibuat oleh siapapun).
2. Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan Fakultas.
3. Saya tidak akan melakukan *penjiplakan (plagiat)* dalam penyusunan skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian saya buat dengan penuh kesadaran.

Makassar, Januari 2019

Yang Membuat Pernyataan,

Mutmainnah



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin Telp. 866972 Kota Makassar



SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Mutmainnah**
Stambuk : 10535 6072 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **“The Study of Students’ English Language Learning Strategies in Speaking Skill”**

Dengan ini menyatakan bahwa:

Skripsi/proposal yang dilakukan di depan Tim Penguji adalah asli hasil karya saya, bukan jiplakan dan tidak dibuat oleh siapa pun

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2019

Yang Membuat Pernyataan,

Mutmainnah

MOTTO

START NOW.

START WHERE YOU ARE.

START WITH FEAR.

START WITH PAIN.

START WITH DOUBT.

START WITH HANDS SHAKING, START WITH VOICE
TREMBLING, BUT START.

START AND DON'T STOP. START WHERE YOU ARE,
WITH WHAT YOU HAVE... JUST START

ABSTRACT

Mutmainnah, 2018. *The Study Of Students' English Language Learning Strategies In Speaking Skill (A Descriptive research).* Under the thesis of English Education Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Ummi khaerati Syam and Saiful.

This research conducted to analyze the strategy used by the third semester students of Makassar Muhammadiyah University focused in their speaking skill in English department.

The type of the research conducted by researcher is descriptive with qualitative approach. The researcher collected the data through observation and interview to ten students who actively participated during the classroom process. The sample was taken by purposive sampling.

The strategy utilize by the students stated by oxford classification, divided into direct strategy and indirect strategy. Direct strategies include memory strategy, cognitive strategy, and compensation strategy. Indirect strategies include metacognitive strategy, and social strategy. The finding shows the most used strategy by students were affective strategy by watching English movie and social strategy by asking someone's help when find difficulties in learning, where all the students use this strategy to improve their speaking skill.

Based on the findings, the researcher concluded that most of the third semester students with good speaking skill in Makassar Muhammadiyah University concern of the importance of using affective and supportive strategy to help them achieve their English learning in speaking skill.

Keywords: *Learning strategy, Speaking, Direct strategy, Indirect strategy.*

ACKNOWLEDGEMENT



In the name of Allah, the Beneficent, The Merciful. Praise be to Allah (The Almighty) for the blessing given to the researcher so that she can finally complete this work. Peace and Blessing be upon the lovely prophet Mohammed, Peace be upon Him.

This thesis would never see light if it was relied on only her efforts but it was the result of the collective efforts of a number of valued and extraordinary people who directly or indirectly supported and assisted the researcher in many ways during this long and challenging journey. To all these tremendous people, the researcher owes her deep gratitude and thanks to these people :

1. The researcher's family, her father (Syamsu) and her mother (Hj. Mas'ani), her siblings (Jumiyatih Syam) Thank you so much for being a part of researcher's life which makes her life is full of love. Thank you for being her motivation and inspiration to be a better person.
2. Prof. Dr. H. Abd. Rahman Rahim, S.E., MM., as the rector of Makassar Muhammadiyah University.
3. Erwin Akib, M.Pd., Ph.D., the dean of teacher training and education faculty.
4. Umami Khaerati Syam, S.Pd., M.Pd., the head of English Education Department of FKIP UNISMUH Makassar, who gave me valuable authorities and suggestion in doing thesis.

5. My greatest thanks to my first consultant Ummi Khaerati Syam, S.Pd., M.Pd., and Dr. Saiful, S.Pd., M.Pd.as the second consultant who has given their valuable time and patient, to support, assistance and guidance to finish this thesis.
6. Special thanks to my close friends in H class 2014 (Hiffect class) specially for Andi annisa hanifaa nursyams, Eka taufiqah, Nurhiqma asma sari, ST nurjannah dewi, Urfa adhayanti, and Wahyuni amaliyah setti, who patiently gave me support and love starting from the first semester until finish this thesis.
7. Finally, for everybody that could not be mentioned one by one, may Allah SWT the Almighty God be with us now and forever.

Makassar, Desember 2018

Researcher

LIST OF CONTENTS

	Page
COVER	i
APPROVAL SHEET	ii
COUNSELLING SHEET	iii
SURAT PERNYATAAN.....	v
SURAT PERJANJIAN.....	vi
MOTTO.....	vii
ABSTRACT.....	viii
ACKNOWLEDGMENT	ix
LIST OF CONTENTS	xi
LIST OF TABLE.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPEDICES.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Problem Statement.....	4
C. Objective of the Study.....	4
D. The significance of the Study.....	5
E. Scope of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE.....	7
A. Some Research Findings	7
B. Some Pertinent Ideas	8

C. Conceptual Framework	19
CHAPTER III THE METHOD OF RESEARCH	20
A. Research Design.....	20
B. Population and Sample.....	20
C. Instrument of the Research.....	21
D. Procedure of Collecting Data.....	22
E. Technique of Data Analysis	23
CHAPTER IV FINDINGS AND DISCUSSION.....	25
A. Findings.....	25
B. Discussion.....	41
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	46
A. Conclusion.....	46
B. Suggestions.....	49
BIBLIOGRAPHY	49
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLE

	page
Table 2.1 Learning strategies classification.....	13
Table 4.1 Kinds of strategy used by students.....	35
Table 4.2 Kinds of strategy used by students.....	42

LIST OF FIGURE

	page
Figure 2.1 conceptual framework.....	19

LIST OF APPENDICES

Appendix 1: Interview questions

Appendix 2: Interview Transcripts

CHAPTER I

INTRODUCTION

A. Background

English plays an important role in this modern era. People around the world use English not only as a language for science and technology but also as communication tool for economy and national or international interaction (Fauzan 2014). With the recent growth of English as an international language of communication, there is a clear need for many students to speak and interact in a multiplicity of situations through the language Such as in formal situations and informal situations (Donough, 1993). English has increasingly the medium in every domain of communication in globalization era. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to meet the demands of global economics and to cope with the growing local, national and international demands for English skills (Khamkhien, 2010).

According to Bailey and Savege in Darwanto (2014), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. The purpose of speaking is for communication. Tillit in Darwanto (2014) Communication can function not only as tool of interaction with other people but also media to solve all problems faced by them. Speaking naturally is designed to do just that teach students how to perform certain language functions in English by presenting the social rules for language use. Since it has great role, Indonesian government through its

national curriculum obligate the students from junior high school to university to learn English. The government hopes that the students would master English when they finish their study. By mastering the international language, Indonesian can involve in the international interaction and trade. One of the skills of English mastery is speaking

As people know, Speaking is one of ways to express our feeling as well as to share ideas or opinions but in reality, “*many language learners find it difficult to express themselves in spoken language in the target language*” (Tuan & Mai, 2015). People realise that English language is really important to be mastered well so that is why many people learn it even many of them spend a lot of money to join an English course. However, most of them still have problems in mastering the language, speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur in Irsyam (2018), there are many factors that cause difficulty in speaking, and their area follows: (1). Inhibition, Students are worried about making mistakes, fearful of criticism, or simply shy. (2). Nothing to say, Students have no motive to express themselves. (3). Low or uneven participation, Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. (4). Mother-tongue use, Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In relation to such conditions, applying a good and an appropriate strategy in learning speaking English will be the one choice in mastering it. Oxford (1990) argued that good strategy applied by the students influence the success of language learning, in this case speaking skill and there seems to be no questions that foreign language learners should be equipped with appropriate learning strategies in order to master target language more effectively and efficiency because language learner is an intentional and strategic effort. This is connected also with (Al, 2012) who stated that the goal of learning strategies is to assist learners in developing awareness of their own learning. She argues that learners who are aware of their own learning processes, strategies and preferences, are able to regulate their learning activities and become increasingly independent.

From explanation above we can know that not every learners able to communicate fluently and accurately after studying for many years, only few of students who speaks English fluently and have good performance in speaking. And based on researcher's experience when studying in Makassar Muhammadiyah University many students also have problems in using English to communicate to another even the last semester students as well as fresh graduates still face difficulties in producing words in English. One of aspect which is influenced in the process of developing speaking ability is the strategies used by the students.

According to Irsyam (2018) Learning strategies refer to the technique or device which a learner may use to acquire knowledge. Oxford (2003)

defined learning strategies as "specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle the difficult language task used by students to enhance their own learning". So that, it is necessary to find strategies used by the students who have good speaking skill. And, the students with low speaking skill could imitate the strategies to improve their speaking too.

Based on the problem above, the researcher is interested to conduct a research entitled "The Study Of Students' English Language Learning Strategies In Speaking Skill".

B. Problem Statements

Based on the background of the research above, the researcher formulates the problem "What are the strategies used by English language student who has good speaking skill ?"

C. Objective of the research

The objective of the research is to find out The strategies used by English language student who has good speaking skill.

D. Significance of the Research

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

1. Teachers or Educators.

Theoretically, teachers or educators could device variety concepts and activities in teaching speaking of English Students in the future teaching activity. Practically, teachers and educators can rehearse the concepts related to the speaking learning strategy to help English Students improve their speaking ability.

2. English Students.

Theoretically, students could be enrich their knowledge about concepts or strategies they can practice to improve the speaking ability. It is expected that the students try to apply the strategies in both in their academic and daily basis.

3. Next researcher.

This research is expected to give information or contribute to other researcher, and they can use the result of this research as reference and comparison to other similar research of speaking strategies.

E. Scope of the Research

Based on the background above, the scope of this research is limited to the speaking learning strategies, first is direct strategy (strategy that is directly involves the target language) consist of memory, cognitive, compensation strategy. And indirect strategy (useful in virtually all language learning situations and are applicable to all four language skills) consist of metacognitive, affective, social strategy that used by the students in the third semester at Muhammadiyah University of Makassar during the academic year 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Findings

A number of researchers had conducted researches related to students' strategy and speaking performance. There were some previous related researches that supported this research. Some of them are presented as follows :

Syamsir (2018) in her research *The Speaking Learning Strategies Of Efl Students At Muhammadiyah University Of Makassar* aimed to investigate the speaking learning strategies used by EFL students to minimize filler, and investigate the speaking learning strategies used by EFL students to improve self-confidence.

Another research Tuan & Mai (2015) entitled *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School* investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance and also expected to help students improve their performance in speaking classes.

Hanunah (2009) In her research entitled *A Study on Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Department Tarbiyah Faculty IAIN Sunan Ampel Surabaya* discussed and focused on finding the strategies used by the students to overcome speaking problems.

Irsyam (2018) in her research entitled *A Study Of Students' Strategies To Develop Speaking Performance Of Fifth Semester Of English Education Department At Uin Alauddin Makassar* aimed to find out the strategies used by the fifth semester students of English education department at UIN Alauddin Makassar who have good speaking performance and to describe how the strategies develop the students' speaking performance.

The relatedness in this research is to analyze the strategies used by students in their learning process. Similarly, some of the previous research above and in this research focused in finding the kinds of strategies of learning process in developing their English learning. The differences of the research are in the scope of the research, the objectives of the research and the subject of the research.

B. Some Pertinent Ideas

1. The concept of learning Strategy

Oxford (1990) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for

storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990) taxonomy of language learning strategies is shown in the following:

a. Direct strategies

Language learning strategies that directly involved the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups (memory strategies, cognitive strategies, and compensation strategies) of direct strategies do this processing differently and for different purpose. (a) Memory strategies, Lee (2010) defined that memory strategies are strategies used by students to remember and retrieve new information. In addition, Oxford in Hismanoglu (2000) stated that this strategy consists of four main strategies. They are creating mental linkages, applying images and sounds, Reviewing well as well as employing actions. (b) Cognitive strategies, According to O'Malley and Chamot in Irsyam (2018) Cognitive strategies as the strategies that operate directly in incoming information, manipulating it in ways that enhance learning. It is used for understanding and producing the language. In addition, Gardner & Miller (1999) stated that cognitive strategies fall into six sets, they are practicing, receiving and sending messages strategies, analyzing and reasoning as well as creating structure for input and output. (c) Compensation strategies, according to Cabrejas-

Penueles (2012) compensation strategies are defined as any strategy that is used to compensate for lack of linguistic knowledge. Ahmad (2013) defined that compensation strategies consist of two main strategies, they are guessing intelligently and overcoming limitations in speaking and writing. Specifically, under the strategy 'guessing intelligently' there are two sub strategies which are using linguistic clues and using other clues. Next, under the overcoming limitations in speaking and writing, there are eight sub strategies which are : switching to mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words and using circumlocution or synonym.

b. Indirect strategies

Indirect strategies are divided into metacognitive strategies, affective strategies, and social strategies. All these strategies are called as 'indirect' because they support and manage language learning without directly involving the target language. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills: listening, speaking, reading, and writing. (a) Metacognitive strategies, Boghian in Irsyam (2018) defined that metacognitive strategies are strategies used by students to control processes in planning for learning, monitor one's comprehension and production, evaluated how well

one has achieved a learning objective. Moreover, Hutasoit (2012) explained that metacognitive strategies consist of three main strategies. First, centering your learning. Next, arranging and planning your learning. Last, evaluating your learning which consists of self-monitoring that is identify errors in understanding or in generating a new language and self evaluating that is evaluate our progress in the new language. Metacognitive strategies are used to oversee, regulate, or self-language learning. Wended in Azmi (2004) Examine how learner regulate their learning by planning, monitoring and learning their learning activities. As addition, O'Malley in Azmi (2004) provided an extended list of planning strategies: self-management, advance preparation, advance organizer, directed attention, selective attention, and delayed production. (b) Affective strategies, Yu (2013) explained that affective Strategies are strategies that help the students to regulate their emotions, motivation and attitudes. Roboh (2016) explained that affective strategies are divided into three main parts. The first one is lowering your anxiety. Learners can use progressive relaxation, deep breathing, or meditation in order to reduce their anxiety. The second one is encouraging yourself. Learner can use three strategies which are making positive statements, taking risk wisely and rewarding yourself in order to encourage themselves in learning a language. The third one is taking your emotional

temperature. There are four strategies such as listening to your body, using a checklist, writing a language learning diary and discussing your feeling with someone else. (c) Social strategies, Oxford in Aswin Abbas (2014) stated that social strategies are strategies used by the students for learning with others for example 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. it helps the learners work with others and understand the language. Proper use of language learning strategies leads to the improvement of overall second language or foreign language proficiency as well as specific language skills.

More clearly, Chamot and O'Malley, and Oxford in Nunan (2013) classified the learning strategies in the following table:

Table 2.1. Learning Strategies Classification.

Learning Strategies	Definition of Strategy
Metacognitive Strategies	
Planning	<ol style="list-style-type: none"> 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 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 replying 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

Continued from Table 2.1 Learning Strategies Classification.

Learning	Definition of Strategy
-----------------	-------------------------------

Strategies	
Cognitive strategies	
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
Social 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 questions, how to get additional explanations, or verifying from the teacher or someone else who might know the answer
Self-talk	Reducing anxiety talking positively to one self.

Source: (Azmi, 2014)

2. Speaking

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has

mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991) stated that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. Students' skills in conversation is the core aspect, it becomes an essential aspect in successful language learning, thus, language function as a system for expression meaning, as Nunan (1991) stated that the successful in speaking is measured through someone ability to carry out a conversation in the language. This is obvious that there are many proponent factors that influence speaking success and there are many obstacle factors why it is not running well.

A. The Purpose of Speaking

According to Gopur (2008) As a skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something, negotiating and/ or solving a particular problem; or establishing and maintaining social relationship and friendships. To achieve these speaking purposes, we need to activate a range of appropriate expressions used in daily communication. When two people are engaged in talking to each other we can be fairly sure that they have purpose of speaking. Their purposes are:

1. They want to say something.

The reasons why people are speak because they want to say something. Want here is used in a general way to suggest that speakers make definite decision to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

2. They have some communicative purpose.

Beside the desire to speak, speakers say thing because they want something to happen as a result of what they say. They may want to charm their listeners; they may want to give some information or want to charm pleasure. They may decide to be rude or to flatter, to agree or complain. In each of these cases they are interested in achieving this communicative purpose-what is important is the message they wish to convey and the effect they want it to have.

3. They select from their language store.

Every speaker has desire or purpose to speak even he/she could not speak and speakers have an infinite capacity to create new sentences (especially if they are native speakers). In order to achieve this communicative purpose they will select (from the 'store' of language they possess) the language they thing is appropriate for this purpose.

B. The Elements of Speaking

Harmer in Gopur (2008) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1. Language features. The elements necessary for spoken production are the following: a) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face - to - face interaction). The use of these devices contributes to the ability to convey meanings. c) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

2. Mental / Social Processing Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates. : a) Language processing: Language processing

involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence. b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. c) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

C. Conceptual framework

The conceptual framework of this research is given in the following diagram.

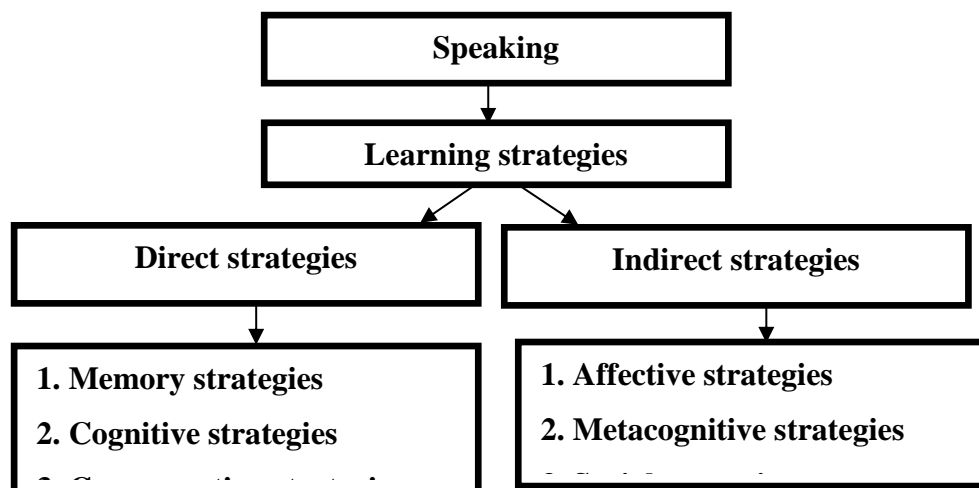


Figure 2.1. Conceptual Framework

Based on the conceptual framework, the researcher is focus to analyze the students' strategies in speaking. In doing this research, the researcher will observe the students' speaking activity in the speaking class to find out the

students with good speaking skill and after that the researcher will perform interview to get the reliable interview results, the focus on this strategy is to find the strategy stated by Oxford, they are: 1) direct strategies including, memory strategies, cognitive strategies, and compensation strategies. 2) Indirect strategies including, metacognitive strategies, affective strategies, and social strategies.

CHAPTER III

RESEARCH METHOD

A. Research design

According to Irsyam (2018), qualitative research is conducted to describe the current status of phenomenon that while exist at the time of study.. Nedha (2015) said the highlights that in descriptive research the researcher's main focus is to describe the population through identifying the characteristic. In brief, qualitative descriptive research aims to understand a phenomenon about what is experienced by the subject such as perception, motivation, behaviour, action and so on. Therefore, the data was collected and explained through descriptive way or using words rather than numbers.

B. Population and Sample

a. Population

According to McMillan in Irsyam (2018), a population is a group of elements or cases, whether individuals, objects, or events, that conform to a specific criteria and to which we intend to generalize the results of the research. The population of this research was the third semester students of English education department.

a. Sample

The sample is the group of elements, or a single element, from which data are obtained McMillan, (1996). The subject was the third semester students of English education department at Makassar Muhammadiyah

university chosen through observation and involved 10 students from random class and selected based on their activeness during the class was on process, the activeness observed directly by the research, seen from the aspect of students' interaction in class.

This research consists of two variables. Independent and dependent variable. Students' strategies was the independent variable and speaking ability was the dependent variable.

C. Instruments of the Research

In this research, the researcher used instruments of collecting data namely observation and interview.

1. Interview (structured interview)

Interview is one of techniques to collect data by having conversation between interviewer and respondent which has purpose to get certain information from respondent. According to Sugiyono (2011) Interview is technique used to collect the data when the researcher wants to do the study to find out the problems. In this technique of collecting data the researcher used Structured interview whose key feature is that it is mostly organized around a set of predetermined direct questions that require immediate, mostly 'yes' or 'no' type, responses. Thus, in such an interview, the interviewer and interviewees would have very little freedom (Berg, 2007). Accordingly, it can be argued, that this type of interviews is similar to the 'self-administered' quantitative questionnaire in both its form and underlying assumptions. By interviewing, the

researcher got additional information by noticing participants' facial expressions, gestures that enrich the meaning of verbal language. The researcher gave specific questions related to the data needed. The researcher conducted an interview to find out the strategies used by the students who have good speaking performance in developing their speaking.

D. Procedures of Data Collection

The techniques of data collection used in this research were observation and interview. Firstly, the researcher observed the students speaking activeness during the speaking class holds. The results of the observation given additional information related to the students who were become the subject of the research. After that, the researcher conducted an interview to the selected students as the subjects of the research. In order to analyse the data easily, the researcher took a voice record during the interview process as it made the researcher easier to analyse the students' attitude including their gesture and expression in answering the questions. The interview analyzed in qualitative method which means it was explained through descriptive way.

E. Techniques of Data Analysis

After the researcher collected the data through observation and interview, they were analysed through descriptive analysis. In this research, the researcher used the techniques of data analysis by Miles and Huberman in Sugiyono (2011). They were divided into three steps which are data reduction, data display and conclusion or drawing/verifying.

1. Data Reduction

Data reduction is a process of selecting, focusing, simplifying, abstracting and transforming the raw data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

2. Data Display

After the researcher reduced the data, the next step was displaying the data. A display is an organized assembly of information that permits conclusion drawing and action taking.

3. Conclusion or drawing/verifying.

The last step was conclusion. From the beginning of data collection, the qualitative analysis was beginning to decide what things mean, was nothing regularities, patterns, explanations, possible configurations, casual flows and prepositions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and the discussion of this research. The finding section shows all the data which was collected through observation and interview whereas the discussion section analyzes and discusses all the data from the findings.

A. Findings

The researcher had conducted the observation and interview about the strategies applied by third semester of English students at Muhammadiyah University in speaking skill.

1. Memory Strategies

In memory strategies, there are several strategies used by the students in their speaking skill.

- a. The first strategy is memorizing vocabulary where 5 of 10 students use it. It can be proven by the statement said by one of the students “I feel like I am lack of vocab. I need more vocab to memorize to speak so, I routine memorize some or few vocabularies every week”.

Extract 1

1. *"I feel like I am lack of vocab. I need more vocab to memorize to speak so, **I routine memorize some or few vocabularies** every week".*
2. *"**I try to memorize 5 words in a day in every week** and it's all different words".*
3. *"Vocabulary mastering, but I am trying to solve it by write down any unfamiliar words in my book **then I am trying to memorize the vocabulary**".*
4. *"**I memorize by using story** like in memorize one story like Cinderella and learn the word in the story and get to know the meaning".*
5. *"**I learn vocabulary by memorizing.** I repeat and repeat the word in one day and I tried to apply it in sentence and I try to use it in my daily conversation or activity".*

b. The second strategy is memorizing the rules of English grammar where 2 of 10 students apply it. It can be proven by the statement said by one of the students "It's really influence my speaking because if we don't know the grammar other people wouldn't able to understand what we are talking about. And my grammar is still lack and in overcoming the difficult I have to memorize the pattern in grammar", and it is indicated by his answer to the question

number 9 which is “Does English grammar influence your speaking skill? If so, how did you overcome it?” below are the extract from the dialogue:

Extract 2

1. *“Sometimes, but when I speak sometimes I stop because the grammar. I try to memorize past tense or simple tense and I overcome it by learn it”.*
2. *“It’s really influence my speaking because if we don’t know the grammar other people wouldn’t able to understand what we are talking about. And my grammar is still lack and in overcoming the difficult I have to memorize the pattern in grammar”.*

- c. The third strategy is repeating the lessons where only one student is apply it. It can be proven by the statement said by the subject “I mostly repeating the material that I had learn before or learn the material that will taught in the next meeting, and the most important is always practice and repeating the material I’ve learnt frequently”

Extract 3

“I mostly repeating the material that I had learn before or learn the material that will taught in the next meeting, and the

most important is always practice and repeating the material I've learnt frequently”

2. Cognitive strategies

- a. The first strategy is watching western movies or videos where all the students use this strategy in order to develop their vocabulary and pronunciation. It can be shown by the statement said by one of students “I usually watch movies or videos in English to increase my vocabulary and I use it when I speak. I think It is necessary to enrich our vocabulary for better speaking skill”.

Extract 4

1. **“My strategy is watching harry potter series** *with subtitle and for the next time I watch it without subtitle and I have been watching it for ten times because harry potter the accent is very good so I like to watch it”.*
2. **“I usually watch movies or videos in English** *to increase my vocabulary and I use it when I speak. I think It is necessary to enrich our vocabulary for better speaking skill”.*
3. **“I like to watching youtube videos and watching western movie** *without subtitle in it”.*
4. **“From the movie I get many new sentences** *that I can use or say to my classmate in speaking English”.*

5. **"I think it's like you know watching movie** more, there is one thing there is you... have to watch some of youtube channel because it's more... their languages is like understandable and really easy to know what they talking about and there".
6. **"My strategy in learning English is watching movie,** I usually repeat what they said in my mind because I can strongly remember it in my mind so i always record it in my mind".
7. **"Sometimes I watched movie** without subtitle and I listen to it and if I don't understand or I don't know I will search for it the meaning and learn it".
8. **"I learn by watching movies** or listening to music".
9. **"I watching movie** because if I watching movie I can know the pronunciation and I get some vocabularies".
10. **"Watching English or western movies.** By watching and listening I can get many vocabularies or sometimes phrases or sentences or slang".

b. The second strategy is listening to western songs where 5 of 10 students apply this strategy in their learning process. Using this strategy is also effective to develop their vocabulary and pronunciation. It can be proven by the statement mentioned by one of students "I mostly listen to English songs and watching

English or western movies. By watching and listening I can get many vocabularies or sometimes phrases or sentences or slang”.

Extract 5

1. “**I mostly listen to English songs** and watching English or western movies. By watching and listening I can get many vocabularies or sometimes phrases or sentences or slang”.
2. “**From the movie and song I get many new sentences** that I can use or say to my classmate in speaking English”.
3. “**My strategy is learn a lot vocabulary by music,** games, by movies, or something like that and I applied it”.
4. “I learn by watching movies or **listening to music**”.
5. “**I listen to music** and watching movie because if I watching movie I can know the pronunciation and I get some vocabularies”.

- c. The third strategy is practicing. A number of ways the students do to practice their English for instance go to tourism places to find foreigners and practicing with their classmate to train their skill in speaking during their leisure time in order to practice their English where all students apply this strategy. It can be proven by the statement mentioned by one of students “I try to hear how the native speaker speak or try to speak with them because it’s very different when we speak with local and how

we speak with native speaker. So I think the best strategy to improve our speaking is to speak to native speaker”. Moreover, “the way I make my English fluent is practice. I practice with my classmate or friends”.

Extract 6

1. *“**The way I make my English fluent is practice**. I practice with my classmate or friends”.*
2. *“**I make my English speaking fluent by practicing speaking in English** with my classmate or I speak in English with my brother at home little by little”.*
3. *“My strategy on learning, you know m... more **directly to practicing with your friends** like speaking in your real life”.*
4. *“Usually **I talk to foreigner and we share each other** and we gain comfort in talking”.*
5. ***I try to hear how the native speaker speak or try to speak with them** because it’s very different when we speak with local and how we speak with native speaker. So I think the best strategy to improve our speaking is to speak to native speaker.*

d. The fourth strategy is reading English resources. 1 of 10 students uses it, it indicates by his answer to the question

number 1 which is “How do you make your spoken English fluent?” She answered “of course by practicing with my friend and also I search for article in English”.

Extract 7

*“Of course by practicing with my friend and also **I search for article in English**”.*

- e. The fifth strategy is writing new vocabularies which have been learned in a notebook where it is used by 4 of 10 students. It can be proven by the statement said by one of the students “I use it or I mean I put it in sentence when I speak or sometimes I write it down on paper and stick it on all over the wall.”

Extract 8

1. *“**I will write down the word on a paper or in my whiteboard** so when I do something I still can look at the new words.”*
2. *“I use it or I mean I put it in sentence when I speak or sometimes **I write it down on paper and stick it on all over the wall.**”*
3. *“Vocabulary mastering, but **I am trying to solve it by write down any unfamiliar words in my book** then I am trying to memorize the vocabulary.”*
4. *“**I usually write the word and practice it every day.**”*

- f. The sixth strategy used by students in speaking for better skill is playing games which only one student apply it, based on the question number 3, “What is your strategy on learning speaking? How do you apply it?” Her responds was “my strategy is learn a lot vocabulary by music, games, by movies, or something like that and I applied it. Sometimes I watched movie without subtitle and I listen to it and if I don’t understand or I don’t know I will search for it the meaning and learn it”

Extract 9

“My strategy is learns a lot vocabulary by music, games, by movies, or something like that and I applied it. Sometimes I watched movie without subtitle and I listen to it and if I don’t understand or I don’t know I will search for it the meaning and learn it”

3. Compensation strategy

There is only one strategy used by student in compensation strategy, it is using body language. this strategy help them to convince what they mean and to increase their confidence. This was the student said “When I speak in front of the class I always use body language and dare myself to speak aloud”.

Extract 10

“When I speak in front of the class I always use body language and dare myself to speak aloud”.

Table 4.1. Kinds of Strategy Used By Student.

No	Direct strategy	Category of strategy	Number of student
Memory strategy			
1	A. Memorizing vocabulary	Memorizing	5
	B. Memorizing the rules of English grammar		2
	C. Repeating lessons		1
Cognitive strategy			
2	A. Watching western movies or video	Imagery	10
	B. Listening to western song	Auditory Representation	5
	C. Practicing	Using Resources	5
	D. Reading English resource	Making Inference	1
	E. Writing new vocabularies	Note-taking	4
	F. Playing games	Using Resources	1
Compensation strategy			
3	A. Using body language	compensation	1

4. Metacognitive Strategy.

In metacognitive strategies, there is only one strategy used by the students, it is reviewing and preparing the material for the next meeting where there is only one student mentioned this strategy. The students stated “of course by practicing with my friend and also I search for article in English”. It is based on the question number 1 which is “How do you make your spoken English fluent?”

Extract 11

“Of course by practicing with my friend and also I search for article in English ”

5. Affective strategy

a. One student wear nice outfit as strategy to use to gain her confidence while speaking in front of many people, it is proven by her statement, she said “I wear nice outfit when I have to speak in front of many people, it gain my confidence”.

Extract 12

“I wear nice outfit when I have to speak in front of many people, it gain my confidence”.

b. The second strategy used by students is self-encouragement where 2 of 10 students using this strategy. One of the students stated “I feel anxious when I have to speak specially in front of many people but I tell myself that “I can do it” and it sometimes can reduce the

anxiety”. This strategy believed in order to make them ward off the anxiousness, and make them confidence to speak.

Extract 13

1. *“I feel anxious when I have to speak specially in front of many people but I tell myself that **“I can do it”** and it sometimes can reduce the anxiety”.*

2. *“Actually based on me my biggest challenge is confident. If I try to speak English, people will always watch and they maybe would say something so how do I solve it is **just don’t care about them I pretend like I am not talking to them** and just express my inner thoughts”.*

c. Third strategy is speaks in front of the mirror, using this strategy believed by students can reduce their anxiety. 2 of 10 students using this strategy and believed effective to increase their confidence, one student stated “what I do to improve my speaking is quiet weird because I often talk to myself in the mirror and it works for me. I can emerge my confident with this strategy”.

Extract 14

1. *“What I do to improve my speaking is quiet weird because I often **talk to myself in the mirror** and it works for me. I can emerge my confident with this strategy”.*

2. *I always speak by myself when I am alone in front of the mirror and also I like to watching youtube videos and watching western movie without subtitle in it.*

d. Another strategy used by student in affective strategy is speak aloud where only one student use this strategy, speak aloud or distinct can make the student more confident and the audience would pay attention while we speak, she said “When I speak in front of the class I always use body language and dare myself to speak aloud”.

Extract 15

*“When I speak in front of the class I always use body language and dare myself to **speak aloud**”.*

6. Social strategy

a. First strategy is asking for help where all students apply this strategy, they will asking to their lecturer or friend who have better English than their English skill. Another student like to get critique, and correction for their speaking mistake, they will know what is correct when they get correction and more knowledge from other when they don't know something or mistaken when speaking. Not only in speaking this strategy is also effective in any skill in English learning. It is proven by student's statement which is “definitely. I will ask my teacher or senior or tentor or someone who have more knowledge in

English”. Below are the extracts from the question number 6 “Will you ask for someone’s help if you find difficulties in learning English?”

Extract 16

1. *“Definitely. I will ask my teacher or senior or tentor or someone who have more knowledge in English”.*
2. *“of course I will ask because my English is not perfect I always ask if I find difficult”.*
3. *“I will ask if I think his or her English is better than me”.*
4. *“Yes, I will. I need someone to give me advice or critique”.*
5. *“yes, of course everyone need someone else like really you know... help them to prepare about their English e...especially to me of course like I have some friends more fluent than me to speak and I need their help to make me more a... you know making my English more fluent with them”.*
6. *“Yes, I will because I always and really interested to know something that I don’t know”.*
7. *“Of course I will, because m... as we know we can’t stand alone even though we are smart we still need someone’s help”.*

8. *“I will, but first I will ask myself, thinking for it if it’s hard I will ask my lecturer, my senior or other people”.*
9. *“of course I will ask people if I find difficult to speak, sometimes to my friend to my friend and sometimes to my lecturer”.*
10. *“I will. I will ask my friend who can speak English well”.*

b. Second strategy used by students is join English course and meeting club where 7 of 10 students apply this strategy. They are joining English course to get more lessons in English that they do not learn in classroom, moreover in meeting club they learn many tips and trick in speaking because they are always included in discussion term. It is proved by one student statement “I think it’s much better for going to some of club or organization that is really give benefit to you like you there are some organization give benefit to you, there are some organization giving chance to you to study about English like debate or talking about languages or some of like you know... go to... I think there some people say to me that if you want to practicing our English you have to go to fort Rotterdam because many foreign people like you can train yourself to talk with them and that’s really give benefit to you”.

Extract 17

1. ***“I once joined English club as my extracurricular when I was in senior high school”.***
2. ***“Of course I have, after I graduated from kindergarten I joined English course”.***
3. ***“I had been learning English in a course for 2 years when I was in senior high school”.***
4. ***“I have participated in some English clubs activity”.***
5. ***“I think it’s much better for going to some of club or organization that is really give benefit to you like you there are some organization give benefit to you, there are some organization giving chance to you to study about English like debate or talking about languages”.***
6. ***“My other strategy is going to English club, in English club directly meet people and we speak with them and also in English club we play game and all the activity related and using English.”***
7. ***“I entered on English course but now I just learn in campus”.***

Table 4.2. Kinds of Strategy Used By Student.

No	Indirect strategy	Category of the strategy	Number of student
Metacognitive strategy			
1	Review and Prepare lessons	planning	1
Affective strategy			
2	Wear Nice Outfit		1
	Self-encouragement	Self-talk	2
	Speak in Front of Mirror	Self-talk	2
	Speak Aloud	Self-talk	1
Social strategy			
3	Asking for Help	Clarifying	10
	Join English Course	Cooperating	7

B. Discussion

Based on the findings, it found that all students in this research use the strategies according to Oxford classification, those are direct strategies includes memory, cognitive, compensation strategy, and indirect strategy include metacognitive, affective and social strategies. Most of English students with good speaking skill especially third semester students at Makassar Muhammadiyah University use social strategy which is asking for help and

cognitive strategy which is watching western movie or English videos where all students use this strategy.

Another Effectual strategy utilised by students is memory strategy which include memorizing vocabulary, memorize rules of English grammar and repeating the lesson. Several students memorize vocabulary by write it down in paper and stick it on the wall while other students routinely memorize 5 words a day. This strategy will increase the student's skill especially the students who are good at memorization or have this kind of learning style if they keep it in their mind, after memorizing them, the students will practice it. It is supported by Chen (2016) who conducted a research about the application of Memorization Method to Enhance Primary School Student' English Oral Ability and the result shows that most subjects agreed that memorization is a good method to learn English and they will continue to use it as one of their learning strategies in the future.

Watching movies are engaging, interesting, and up-to-date compare to the way of learning by Course books that turn out to be artificial and not very engaging for students. Movies are an enjoyable source of entertainment and language acquisition this reason makes students prefer to watch movie and English video than reading an entire book which can be tiresome and boring while an audio-visual experience can be more entertaining and engaging to students. Ismaili (2013) in her research "The Effectiveness of Using Movies in the EFL Classroom" concluded that movies attract students' attention, present language in a more natural way that found in course-books. Some

students watching movie to help them improve their vocabulary and their pronunciation, moreover it also train their listening skill whereas they watch movie and English video without subtitle. Students tend to enrich their vocabulary by watching, when they find new vocabulary they immediately write it down on paper and stick it on the wall to ease them to see it, in additional they will use the words when they talk to their friends or in any occasion. Following to the strategy above it is also effective when students listening to the English song where they also enrich their vocabulary by this strategy.

The next strategy is listening to English song, students listening to English song as their strategy in learning English. While listening to their favorite English song they earn vocabulary. This strategy often used by students who is lack in memorizing. Listening to music also used to possess pronunciation. Moreover students improve their pronunciation and vocabulary by memorizing the lyric of the songs followed by same pronunciation.

Moreover, some students mentioned that the best way to make their speaking better is practicing. They choose to practice their English with native speakers by going to tourism places, speak with their classmates and their brother. They involve themselves everytime they get a chance to speak English even when they have no one to talk like talking to themselves in front of mirror. Practicing makes them have fluent English without hesitation. In other words, never practice means you will never move on up to the next

level of speaking since practicing is the key of mastering English. As a previous research conducted by Nugroho (2015) about learning strategies in speaking skill, he explained that the students seek practice opportunity to enhance their speaking ability like going to tourism places to practice their English with native speakers.

The next strategy is writing new vocabularies, most of the students write new vocabulary on paper or on their note and stick it on the place where they can find easily. Some students write the vocabularies routinely every day in a week to enrich their vocabulary. In addition, Other student write new English word when they found it when reading article, books, and listen it from movie or song, they will notes the words then find out the meaning of the vocabularies in dictionary. Furthermore, to maintain the vocabulary in their mind, they will practice it in their daily life.

Students use and believe that using gesture or body language while speaking is really important. Gesture can be a sign language which is used by the student when do not know the English words. Gesturing will help to convey what the student means. In addition, using gesture while speaking also improves their confidence and help them to express their feeling.

Another strategy is reviewing lessons. Students tend to repeat the English material she has learned in order not to forget the material as well as to give her deeper understanding about the material. The student tends to re-learn the materials she gets from lectures or other resources and learn it by herself as she feels more comfortable.

A way student make their English speaking better is by self-encouragement where 2 students use this affective way. A student stated that when she wants to speak she will tell herself that “I can do it” while other student said that when she speak with other people she would not care what other think even I she making mistake. They encourage themselves to speak English no matter it is true or not as making mistake is a normal thing, they experienced to make mistake as they will got correction and will not repeating the mistake again.

Afterward, the most used strategy by students is asking for someone’s help when they are find difficulties where all the students who have interviewed stated it. Some students asking for help to their lecturer or teacher who they believe have mastering English, in additional they also ask to their friends who have same major, their classmates and their senior who they believe have better knowledge and have experiences in learning English to t help them. Other students will try to find the answer by themself first either in internet or reading English book before asks someone when they don’t know or hesitate. This strategy reputed to maximize their learning.

Another strategy used by students is joining English course and meeting club, students join English meeting club and English course to get more knowledge about English that they don’t get in the classroom learning process. In meeting club they experience communicative environment where they use English to communicate each other and having sharing session, they will share tips and trick in learning English. In addition English meeting club

also gain their cooperation since they learn mostly in team. This strategy is affective to develop students speaking skill it is proven according to Sugiyanto (2014) in his research “The Effect Of English Club Extracurricular To The Students’ Speaking Ability” shows significant different that students who join in English Club Extracurricular are better than students who do not join English Club Extracurricular.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

A. Conclusion

Based on the research findings in the previous section, the researcher draws the following conclusions.

All students use the strategy stated by Oxford which are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. In memory strategy the students intend to memorize in the way they believe effective to improve their ability to speak those are memorizing vocabulary, memorize the rules of English grammar and repeating the material they had learn. While in cognitive strategy students mostly use strategy by watching movies, listening songs, practice with their friends and talk to native speaker, reading article, write many vocabulary and playing games, these strategies found entertaining and fun for students while they can earn vocabulary and develop their pronunciation. And in compensation strategy where student uses body language when she speaks to help her deliver what she is talking about to the audience. Moreover in metacognitive strategy student arrange their study by preparing the material before the class and learning the previous lessons. Some students use the affective strategy to develop their confidence and reduce the anxiety by using

nice outfit, encouraging their-self, speak in front of the mirror and speak aloud. The last strategy is social strategy which is surrounding their-self with people who is good in English or have mastered in English to help them fostering their learning, they ask for help when fin difficulties in learning, and join English club or English course.

Students use the strategy which makes them success in learn English, Students tend to use the strategy which they believe effective and attractive. Some students stated that their strategies are works but, in other side some students find it difficult to use. Some students enjoy memorizing but other students don't fit with this strategy. So that is necessary to find what strategy is needed by the students which both they enjoy to use it and effective for their learning to make them master their English speaking fluently and confidently.

B. Suggestion

Based on the conclusion above, the researcher divided suggestion in three parts which are addressed for the educators especially English education teacher and lecturers, for students especially English students and for the next similar researchers.

1. The Educators.

Educators, specially the teachers and lecturers of English education should notice the kinds of strategies applied by the students in speaking learning to help and ease them in choosing the right method and approach that is more suitable with the students learning strategies in order to

maximizing or even improving the result which is the students speaking ability.

2. The students

Students, especially the EFL (English Foreign Language) students might explore new strategies on speaking learning and try to apply the most applied strategies find by this research in case they are using different strategies fit them best.

3. The Next Researcher.

For the further similar researcher is necessary to explore the students' strategies in developoing speaking performance. in addition, it is expected that the result of this study can be used as a reference to conduct further research related to students' strategy to develop speaking skill.

BIBLIOGRAPHY

- Abbas, Aswin. 2014. "An Investigation of Students' Language Learning Strategies Used in Mastering Speaking Skill." *Ethical Lingua*, vol. 1 no. 2.
- Ahmad, Budiman Sabri. 2015. "English Language Learning Strategies Employed by Malay Part Time Learners of UiTM in the Northern Region of Malaysia." *Jurnal Intelek*, vol. 6 Issue 1. jurnalintelek.uitm.edu.my.
- Alhaysony, Maha. 2017." Language Learning Strategies Use by Saudi EFL Students: *The Effect of Duration of English Language Study and Gender*". Department of English, University of Ha'il, Saudi Arabia. *Theory and Practice in Language Studies*, Vol. 7, No. 1, pp. 18-28.
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Berg, B. L. (2007). *Qualitative research methods for the social sciences*. London: Pearson.
- Azmi, Hidayat Al. 2012.. "The Students' Language Learning Strategies In Reading And Speaking". *Jurnal Al-Ta'lim*, Jilid 1, Nomor 2, hlm. 122-133.
- Cabrejas-Penuelas Ana Belen. 2012. "*The Compensation Strategies of An advanced and A Less Advanced Language Learner.*" *Theory and Practice in Language Studies*, vol. 2 no. 7
- Chen, Wen Chin et al. 2016 "A Study of Applying Memorization Method to Enhance Primary School Student' English Oral Ability." *Journal of Economics, Business and Management*, vol. 4 no. 11.
- Darwanto, Agung. 2014. "Strategies for Developing Speaking Skill Used by Students of English Education Department". *Thesis*. Surakarta: Teacher Training and Education Faculty of Muhammadiyah University.
- Donough, Jo. Mc and Shaw, Christopher. 1993. *Materials and Methods in ELT, A Teacher's Guide*, Cambridge:Cambridge University Press,
- Fauzan, Umar. 2014. "The Use Of Improvisations Technique To Improve The Speaking Ability Of Efl Students". *Dinamika Ilmu* Vol. 14. No 2.
- Gardner, D & Miller, L. 1999. *Establishing Self-Access From theory to practice*. Cambridge: Cambridge University Press.

- Gopur, Abdul. 2008. "Error Analysis on Students' Speaking Performance". *Thesis*. Jakarta: Tarbiyah and Teaching Science Faculty of State Islamic University of Syarif Hidayatullah.
- Hanunah. 2009. "A Study on Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Department Tarbiyah Faculty IAIN Sunan Ampel Surabaya". *Thesis*. Surabaya: Tarbiyah and Teaching Science Faculty of State Islamic University of Sunan Ampel.
- Hismanoglu, Murat. "Language Learning Strategies in Foreign Language Learning and Teaching." *The Internet TESL Journal*, vol. 6 no. 8 (2000). <http://iteslj.org/Articles/Hismanoglu-Strategies.html>.
- Hosni, Samira Al. 2014. "Speaking Difficulties Encountered by Young EFL Learners". *International Journal on Studies in English Language and Literature (IJSELL)* Volume 2, Issue 6, June, PP 22-30.
- Hutasoit, Nella. "Strategies in Learning", *Blog Nella Hutasoit*. <https://nellahutasoit.wordpress.com>
- Ismaili, Merita. 2013. "The Effectiveness of Using Movies in the EFL Classroom". South East European University (SEEU). Vol 2 No 4
- Khaerah, Ummu. 2018. "A Study Of Students' Strategies To Develop Speaking Performance Of Fifth Semester Of English Education Department At Uin Alauddin Makassar". *Thesis*. Makassar : Alauddin State Islamic University of Makassar.
- Khamkhien, Attapol. 2010. *Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective*. CCSE Journal, 3, 184-190.
- Lee, Chien Kuo. 2010. "An Overview of Language Learning Strategies." vol. 7.
- Nedha. 2015. "Difference between Descriptive and Experimental Research". Blog Nedha, <http://www.differencebetween.com/difference-between-descriptive-and-vs-expermental-research/>
- Nugroho, Tri Prasetyo. 2015. "Learning Strategies in Speaking Skill Applied by High Level of The Third Year Students of English Department at Nusantara PGRI KEDIRI University Academic Year 2014/2015". *Thesis*. Surabaya: Education Faculty of Nusantara PGRI Kediri University.
- Nunan, David. 1993. "Designing Tasks for the Communicative Classroom. Cambridge, Cambridge University Press". *Applied Linguistics*, Vol . 14 , No. 4 Oxford University Press.

- Oxford, Rebecca. “*Language Learning Style and Strategies*”. Official website of Rebecca L. Oxford, Ph.D.
- Roboh, Anie Getruida Pili & Tedjaatmadja, Herwindy M. 2016. “Affective Strategies Used by High Proficiency Learners at Hand Fortuna Center”. *Thesis*. Surabaya: Letters Faculty of Petra Christian University.
- Sugiyanto. 2014. “The Effect Of English Club Extracurricular To The Students’ Speaking Ability Of Mts N 1 Kudus In The Academic Year 2013/2014”. *Thesis*. English Education Department Teacher Training And Education Faculty Muria Kudus University .
- Sugiyono. 2011. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta.
- Tuan, Nguyen Hoang & Mai, Tran Ngoc. 2015. “Factors affecting students’ speaking performance at LE Thanh hien high school.” *Asian Journal of Educational Research*, vol. 3 no. 2.
- Yu, Xiaoxue. 2013. “Oral English Learning Strategies.” *Theory and Practice in Language Studies*, vol. 3 no. 10.

INTERVIEW QUESTIONS

1. How do you make your spoken English fluent?
2. What are the biggest challenges constraining you to speak English? how do you solve them?
3. What is your strategy on learning speaking? How do you apply it?
4. Do you have other strategies to improve your speaking ? if so, explain it in detail !
5. Do you have other informal education background that helps you to improve your speaking skill?
6. Will you ask for someone's help if you find difficulties in learning English?
7. Many people try to have an experience in practicing a new English word they learn. What about you ?
8. Do you learn a new vocabulary by memorization strategy? Please, explain it !
9. Does English grammar influence your speaking skill? If so, how did you overcome it?
10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

Adapted from Syamsir (2018) & Irsyam (2018)

Subject 1

1. How do you make your spoken English fluent?

Eee... How do I make my English fluent Actually I just speak anything that I want with my friend even sometimes I combined in bahasa aaa.. but the the what difficult thing that I think is hard in spoken English is when I meet with my class with my classmate but they never use English.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

The biggest challenge that I feel hm... like this is I am in English department as but my friend never use English when we meet, we just use bahasa. I don't know what is the reason why we always like that. That's why I always combined my, my English with bahasa and how do I solve them I sometimes I remind to them that we must to train our pronunciation to train our English but they never remind of that but I have a I have a told them to use English in our environment.

3. What is your strategy on learning speaking? How do you apply it?

a....My biggest strategy I think, I always watch harry potter movies with the subtitle and for the next the next and the next I didn't use subtitle. For now I just watch the movie with no subtitle, because I ever watch it maybe more than ten times i think. So I think it is the biggest strategy because the accent is very good so I like to watch movie..

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

The other strategy that I have I try to hear the native speaker speak or try to speak with them because it's very different when we speak with local and we speak with the native speaker. The context of the language is different. So, I think the best... the most best strategy to improve our speaking is to speak with the native speaker.

5. Do you have other informal education background that helps you to improve your speaking skill?

Ee... Of course I have. A... after I go to kindergarten school I joined course with my mother because my mother is always speak English with me so she asked me to join English course. So my informal education background that helps me to improve my speaking skill is English course. .

6. Will you ask for someone's help if you find difficulties in learning English?

Of course I will ask because I don't think that my English perfect so I always ask if I found some difficult in learning English.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

For me, when I found new word that using in English and I don't know the meaning I try to find the meanings, after I found the meaning I use it in my daily speaking not just in my writing but also in my daily. If I always

usually or immediately use it in my daily because I will always remember I even I didn't realize.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

Yes, sometimes I will use to memorize it but I don't think memorizing is most best think that I can do in memorizing new vocabulary. I think the best way to learn a new vocabulary is to using it in my daily because even I memorize I will forgot it the other day so I just use it in my daily speaking so I cannot forget it.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

When I speak I never see the grammar, so I think that English grammar not really influence my speaking skill.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

I think the most effective strategy to use and is there any chance to use is always speak in, with native. I think it is the best way if I can use in the further day, only that.

Subject 2

1. How do you make your spoken English fluent?

I mostly repeating the material that I had learn before or aaa... learn the material that will taught in the next meeting, and aaa.. I think the most important is always practice and repeating the material I've learnt frequently.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

a... The biggest challenge is the... a.... our environment. Aaa.. I can't get used to speak English in my environment because a... all people are speaks in local language or in bahasa Indonesia.

3. What is your strategy on learning speaking? How do you apply it?

I usually watch movies or videos in English to increase my vocabulary and aaa.. I use it when I speak. I think It is necessary to enrich our vocabulary for better speaking skill, I think so.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

a.. what I do, what I do to improve my speaking is aaa quiet weird because I often talk to myself in the mirror and it is work for me. aaa I can emerge my confident with this strategy.

5. Do you have other informal education background that helps you to improve your speaking skill?

I once joined in English club as my extracurricular when I was in senior high school.

6. Will you ask for someone's help if you find difficulties in learning English?

Yes, of course. Aaa,, I will ask if I think his or her English is better than me.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

aa.. Yes aa, I use it or I mean I put it in sentence when I speak or sometimes I write it down on paper and stick it on all in all in my wall.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

Aaa I try to memorize 5 words in a day in every week and it's all different words.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

Aaa.. Grammar it is not really influence me because aaa... I speak without thinking of it.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

Aaa... Maybe there are other ways but now the strategy that I use have helped me to improve the quality of my English.

Subject 3

1. How do you make your spoken English fluent?

The way I make my English fluent is practice. I practice with my classmate or friends.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

I think, I feel like I am lack of vocab. I need more vocab to memorize to speak so, I routine memorize some or few vocabularies every week.

3. What is your strategy on learning speaking? How do you apply it?

I like to make friend with them who can speak English fluently so I often train myself to speak with them in English.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

I Do, like I always speak by myself when I am alone in front of the mirror and also I like to watching youtube videos and watching western movie without subtitle in it.

5. Do you have other informal education background that helps you to improve your speaking skill?

Yes, I had been learning English in a course for 2 years when I was in senior high school.

6. Will you ask for someone's help if you find difficulties in learning English?

Yes, definitely. I will ask my teacher or senior or tentor or someone who have more knowledge in English.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

Yes, I will write down the word words on a paper or in my whiteboard so when I do something I still can look at the new words.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

Yes, of course. When I was in junior high school my teacher forced me to memorize 150 words in a week, so I get used to memorize words.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

I guess no, I speak without thinking about grammar.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

M... honestly no, I guess there are still many strategies in learning English.

Subject 4

1. How do you make your spoken English fluent?

The only way I do to make my English specially speaking or my spoken English fluent are practice and repeating.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

I feel anxious when I have to speak specially in front of many people but I tell myself that "I can do it" and it sometimes can reduce the anxiety. Also I wear nice outfit when I have to speak in front of many people, it gain my confidence.

3. What is your strategy on learning speaking? How do you apply it?

I mostly listen to English songs and watching English or western movies. By watching and listening I can get many vocabularies or sometimes phrases or sentences or slang.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

I don't think so. I don't have any special strategy. I just watching or listening when I have some time or in my leisure time.

5. Do you have other informal education background that helps you to improve your speaking skill?

No, I haven't.

6. Will you ask for someone's help if you find difficulties in learning English?

Yes, I will. I need someone to give me advice or critique.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

As i said before, I always learn and get many things from movies and songs. So, I applied it in my study or my daily conversation or sometimes I use it as caption in my social media account.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

I don't like when it comes to memorize, so I barely memorize.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

Yes, I use simple sentence or easy words so people who I talk to can understand.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

For now, I don't think about another strategy. Because all I do now are effective for myself.

Subject 5

1. How do you make your spoken English fluent?

Hm... I make my English fluent by practicing speaking in English with my classmate or I speak in English with my brother at home little by little.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

Hm... I think Vocabulary mastering, but I am trying to solve it by write down any unfamiliar words in my book aaa...I have some books for vocabulary mastery and then mm.. I am trying to memorize the vocabulary.

3. What is your strategy on learning speaking? How do you apply it?

Eee... I always listening English songs and watching western movies. (laugh) and From the movie and song I get many unfamiliar words and I find new sentences that I can use or say to my classmate in speaking English. I think so.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

Hm.. Yes, I do. When I speak in front of the class I always use body language and dare myself to speak aloud.

5. Do you have other informal education background that helps you to improve your speaking skill?

Aam.. I think yes, I have aaa.. participated in some English clubs activity.

6. Will you ask for someone's help if you find difficulties in learning English?

Hmm.. Yes (laugh), I will because I always and really interested to know something that I don't know.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

Yes, I use the new word or sentence when I speak or in my conversation with my classmate or my brother. Aa.. I think so.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

Mm... If I find a new vocabulary I write down in my book or in my posted it in paper and I memorize the word. Yes.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

I think no.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

At this moment I think my strategies are most effective. But if I find other strategies someday I will try it.

Subject 6

1. How do you make your spoken English fluent?

I think it's like practicing a lot to speak in English, watching some videos or practicing with my friends who already good in English and that's way practicing is helpful in English more fluent and better I think.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

My challenges to constraining like hmm sometimes like you know when we have like forgetting some of vocabularies then we have to need to change that word with another words, you know, this is hard strategy for us because sometimes when we just like checking about the vocabulary, sometimes like changing your grammar and the structure is not good like you just thinking about the vocabulary and you lost and blanked to how to speak in English well again after that. That's it and I solve it like a.... ya...I think is like practicing a lot like that.

3. What is your strategy on learning speaking? How do you apply it?

My strategy on learning, you know m... more directly to practicing with your friends like speaking in your real life, like you know I think it's much better for going to some of club or organization that is really give benefit to you like you there are some organization give benefit to you, there are some organization giving chance to you to study about English like debate or talking about languages or some of like you know... go to... I think there some people say to me that if you want to practicing your English

you have to go to Rotterdam because many foreign people like you can train yourself to talk with them and that's really give benefit to you.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

My strategy in improve speaking m... I think it's like you know watching movie more, there is one thing there is you... have to watch some of youtube channel because it's more... their languages is like understandable and really easy to know what they talking about and there some specific object that they are talking following to the era right now.

5. Do you have other informal education background that helps you to improve your speaking skill?

No, I don't have it, autodidact, no, I never take a course.

6. Will you ask for someone's help if you find difficulties in learning English?

Yes, of course everyone need someone else like really you know... help them to prepare about their English e...especially to me of course like I have some friends more fluent than me to speak and I need their help to make me more a... you know making my English more fluent with them.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

Am... yea of course like, many people also have experience to practice new English word yea... of course me also because even I know my English already have basic but I think it's not really good because there

are so many word that I don't know. so, I have to be more you know to progress it like learning in some of club or community because there are some of changeable different like in the debate you will found any kind of words you never find in your conversation in your daily life, it's so different.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

M... yeah I have to memorizing but the way I memorize is not like word by word but I memorize by using story like in memorize one story like Cinderella and learn the word in the story and get to know the meaning.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

It's really influence my speaking because if we don't know the grammar other people wouldn't able to understand what we are talking about. And my grammar is still lack and In overcoming the difficult I have to memorize the pattern in grammar.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

I think my strategies are most effective for me. But people have different way to get better English but there is still another way like listening music and games also get big progressive in learning English.

Subject 7

1. How do you make your spoken English fluent?

Okay, what I do or what I did is just practice, practice and practice. I have an organization or English club in Benteng Rotterdam.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

My biggest challenge is grammar and I solve it by learn it.

3. What is your strategy on learning speaking? How do you apply it?

My strategy in learning English is watching movie, I usually repeat what they said in my mind because I can strongly remember it in my mind so i always record it in my mind.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

My other strategy is going to English club, in English club directly meet people and we speak with them and also in English club we play game and all the activity related and using English.

5. Do you have other informal education background that helps you to improve your speaking skill?

Yeah, English club.

6. Will you ask for someone's help if you find difficulties in learning English?

Of course I will, because m... as we know we can't stand alone even though we are smart we still need someone's help.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

Yes, me too when my friend ask about things for example “apa artinya ini or apa artinya itu” and if I don’t know it I will directly search it in google.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

Yes, I memorize the words and v1, v2, and v3. Even though we don’t have assignment I will try it by myself to memorize because words or vocab is the basic thing if we want to speak.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

M... sometimes, but when I speak sometimes I stop because the grammar. I try to memorize past tense or simple tense and I overcome it by learn it.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

Yes, I think all my strategy is the most effective ways.

Subject 8

1. How do you make your spoken English fluent?

aa... Basically I just learn by myself, I learn autodidact and then I,, usually listen to some songs or watching movies something like that.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

Actually based on me my biggest challenge is confident. So If I try to speak English, people will always watch and they maybe would say “ hy, what are you doing” or something so how do I solve it is just don't care about them I pretend like I am not talking to them and just express my inner thoughts.

3. What is your strategy on learning speaking? How do you apply it?

My strategy is learn a lot vocabulary by music, games, by movies, or something like that and I applied it. Sometimes I watched movie without subtitle and I listen to it and if I don't understand or I don't know I will search for it the meaning and learn it.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

No, I don't. I don't think so a... I just have basic strategy like listen to music or something like it.

5. Do you have other informal education background that helps you to improve your speaking skill?

Actually I joined a course when I was in elementary school but I didn't enjoy it. I feel more comfortable when to learn by myself.

6. Will you ask for someone's help if you find difficulties in learning English?

I will, but first I will ask myself, thinking for it if it's hard I will ask my lecturer, my senior or other people.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

Yeah I always want to experience it. Usually I talk to foreigner and we share each other and we gain comfort in talking.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

I do, I learn vocabulary by memorizing. I repeat and repeat the word in one day and I tried to applied it in sentence and I try to use it in my daily conversation or activity.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

No because I really don't understand about grammar so I just speak what I know and never think about the grammar or the tenses. I just speak directly.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

Yea, sure it can be any chance for any strategy but I think my strategy is the most effective so far.

Subject 9

1. How do you make your spoken English fluent?

Of course by practicing with my friend and also I search for article in English. I think.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

Sometimes I don't know the meaning of a word and it makes me difficult to speak, and how I solve them so I will search the meaning of it.

3. What is your strategy on learning speaking? How do you apply it?

Aaa... I learn by watching movies or listening to music.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

Eee ... I don't have any specific strategies, I just keep practicing with my friend every day.

5. Do you have other informal education background that helps you to improve your speaking skill?

In the past, I entered on English course but now I just learn in campus.

6. Will you ask for someone's help if you find difficulties in learning English?

Of course I will ask people if I find difficult to speak, sometimes to my friend to my friend and sometimes to my lecturer.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

Sometimes I practice the word in English sentence.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

I usually write the word and practice it every day.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

M... no.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

Of course every people has their strategy to improve their speaking, but myself I don't have any special strategy I think its depend on people in how they improve their learning.

Subject 10

1. How do you make your spoken English fluent?

I just practice to speak even there is nothing to speak with. I just speak in my home.

2. What are the biggest challenges constraining you to speak English? how do you solve them?

These are vocabularies and pronunciation. I solve it with practice of course. I listen to music and watching movie because if I watching movie I can know the pronunciation and I get some vocabularies.

3. What is your strategy on learning speaking? How do you apply it?

Of course always practice, even I don't have lot vocabulary I still try to speak and I use vocabularies that I know.

4. Do you have other strategies to improve your speaking ? if so, explain it in detail !

No, I don't

5. Do you have other informal education background that helps you to improve your speaking skill?

No, I don't.

6. Will you ask for someone's help if you find difficulties in learning English?

Yes, I will. I will ask my friend who can speak English well.

7. Many people try to have an experience in practicing a new English word they learn. What about you ?

Yes, I also do that. I always try and practice because if we don't, sometimes we will forget the word.

8. Do you learn a new vocabulary by memorization strategy? Please, explain it !

No, I don't.

9. Does English grammar influence your speaking skill? If so, how did you overcome it?

Yes, but sometimes I don't pay attention to grammar because there are too many grammar, structure and I don't remember it.

10. Most of all, do you think all of your strategies is the most effective strategies to use or is there still any chance you will use the other strategies further?

My strategy is effective but I have to keep it and find another strategies.

CURRICULUM VITAE



The researcher, **Mutmainnah** was born on February 1th, 1997 in Watu, South Celebes. She is the second daughter from two siblings from the marriage of Syamsu and Mas'ani. She began her study at MI DDI Watu and graduated in 2008. Afterwards, she continued her study at SMPN 3 Tanete Riaja and graduated in 2011. Then she continued her study at SMAN 1 Tanete Rilau and graduated in 2014. In August 2014, she was registered as a student of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During her study at the university, she joined organization, namely English Department Students Association (EDSA). Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with title *A Study on Students' Language Learning Strategy in Speaking Skill*

Email: syammutmmainnah7@gmail.com