

**THE SPEAKING LEARNING STRATEGIES OF EFL
STUDENTS AT MUHAMMADIYAH UNIVERSITY OF
MAKASSAR**



A THESIS

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**ANDI ANNISA ALMIRAH SYAMSIR
10535 5677 13**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LEMBAR PENGESAHAN

Skripsi atas nama **Andi Annisa Almirah Syamsir**, NIM **105350 5677 13** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal **31 Februari 2018**

Makassar, 7 Februari 2018 M
21 Jumadil Awal 1439 H

Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., M.M.**

Ketua : **Erwin Akib, M.Pd., Ph.D.**

Sekretaris : **Dr. Khaeruddin, S.Pd., M.Pd.**

Penguji :
1. **Erwin Akib, M.Pd., Ph.D**

2. **Eka Prabawati Rum, S.Pd., M.Pd**

3. **Nur Qalby, SS., M.Hum**

4. **Ardiana, S.Pd., M.Pd**



Disahkan Oleh :
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.

NBM: 860 934



Terakreditasi Institusi



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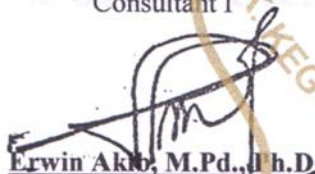
APPROVAL SHEET

Title : **The Speaking Learning Strategies of EFL Students in Muhammadiyah University of Makassar**
Name : **Andi Annisa Almirah Syamsir**
Reg.Number : 10535 5677 13
Program : English Education Department Strata 1 (S1)
Faculty : Faculty of Teacher Training and Education

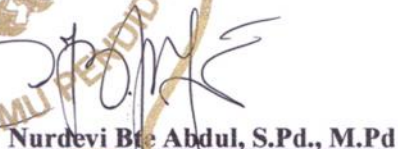
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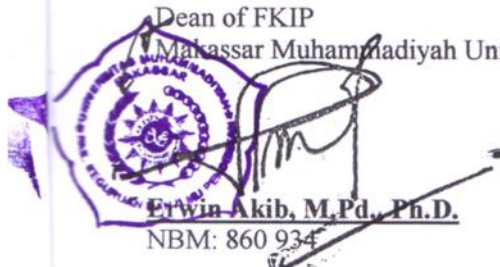
Consultant I


Erwin Akib, M.Pd., Ph.D.

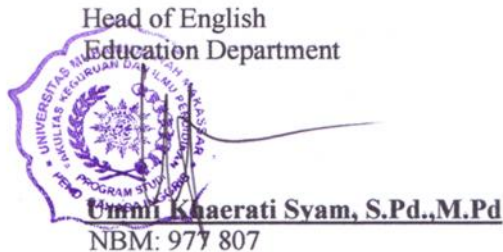
Consultant II


Nurdevi Bte Abdul, 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

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ANDI ANNISA ALMIRAH SYAMSIR

ABSTRACT

ANDI ANNISA ALMIRAH SYAMSIR, 2017. The Speaking Learning Strategies of EFL Students at Muhammadiyah University of Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervisor by Erwin Akib and Nurdevi Bte Abdul.

This study aimed to: (1) investigate the speaking learning strategies used by EFL students to minimize filler, (2) investigate the speaking learning strategies used by EFL students to improve self-confidence.

The data collection was conducted from August to October 2017. The data was collected from 10 students of English Education Department in academic year 2016/2017 selected by used purposive sampling technique. This study used qualitative research design in collecting data. The instrument used to collect the data was interview. The interview held face to face with 10 students of English Education Department in academic year 2016/2017. The items of the interview were some questions as qualitative interview.

Based on the findings, the result of the research showed that make pauses, repeat the previous word and saying similar words (synonym) appeared to be the most applied strategies followed by speak slower strategy as the speaking learning strategies to minimize filler by the EFL students in the third semester at Muhammadiyah University of Makassar in the academic year of 2016/2017. This research also find that the speaking learning strategies to improve self-confidence by EFL students in the third semester at Muhammadiyah University of Makassar in the academic year of 2016/2017 showed result that self speak including speak in front of the mirror appeared as the most applied and popularly used strategies to improve self-confidence or in other words, minimize nervousness. Practice with others came up as the second most applied strategies followed by watch inspirational or motivational videos and join organization or club for the same purpose.

Keywords: Speaking Learning Strategies, Speaking Subject Matter, Minimize Filler, Self Confidence.

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CHAPTER I

INTRODUCTION

A. Background

English is the first foreign language taught from primary to university. English is the major language for intermediate mean of communication and for transfer of science and technology. In addition, English is also the medium of communication in trade and international business.

English is one of the languages that are considered by United Nation as International language together with French, Spanish, Russian and Chinese. Eighty five percent of International organizations have English as at least one of their official language. This may affect to the development progress of one nation which is mother-tongue or first language is Non-English since the current status of English as an International or global language is underpinned by its wide use in a range of field such as education, politics, diplomacy, international trade and industry, commerce, science and technology, the media, information technology, popular culture, and communication (Crystal and Jenkins, 2003).

In the educational field of Indonesia, English is used as the medium language or instruction in some schools and universities in order to teach academic subjects and even become the main language which is used during the academic process especially in English department whose stands under the faculty of language learning education or linguistic in some universities. However, the

academic language that is required in the EFL class still could turn out to be quite confusing for some students in several times.

Language learning related to speaking skill has been a crucial issue in education field especially when it comes to students from the local region. Many of the students who came from the region which actively use local language in daily life are face such difficulties during the process of academic program since English is the most popular language use by teachers or educators to deliver materials related to their academic subjects. However, the students must have their own learning strategies to face this problem in order to pass the subjects. Furthermore, the investigation of learning strategies will help learners to improve communicative skill that could increase their understanding in learning their main subjects. Lessard-Clouston (Hismanoglu, 2000:8) affirm that learning strategies contributed to the development of the communicative competence of the student. Also Oxford (Oxford, 1991:1) states that language learning strategies are important factors for students in order to improve active learning in classroom and self-directed movement which essential in developing communicative competence.

In the other hand, some of the experts use another terms such as “Learning styles” instead of “Learning strategies”. Gregorc (Lang and Evans, 2006: 62) defines learning styles as “distinctive behaviors that serve as indicators of how a person learns from and adapts to his environment. It also gives clues about how a person’s mind operates”. Moreover, Lang and Evans add that learning styles describes how a student learns, not how well or how much which is different from

ability. Other authorities concur, saying that attention to students' learning styles can have a strong effect on achievement (Kolb, 1976, 1984; Gregorc, 1979; McCarthy, 1986; Gardner, 1993; Performance Learning System, 2003; Raab, 2004). In addition Dunn and Dunn (1987: 55) state that students do best when instruction and learning context matching learning style. In their book, Lang and Evans (2006: 63) also admit that although each person has unique ways of learning, people also share learning similarities. Knowing similarities can help both teacher and students to plan learning experiences in the classroom. Based on theories above, it can be concluded that by knowing the categories of students' speaking learning strategies, teachers can accommodate instruction through building on learners' strengths.

Nevertheless, aside from the importance of learning strategies above, it is necessary to investigate what learning strategies were employed by students. Some of the previous research has done in investigate the speaking learning strategies of EFL students, however still very few of those research focused on students' strategies to minimize filler and improve their self-confidence in learning speaking especially in Muhammadiyah University of Makassar. Furthermore, compared to the other similar previous research, this research will be focus in investigating the speaking learning strategies used by EFL students in the third semester. The research will conduct by choosing the most active students in the speaking class as the sample of the research.

Based on the problem above, the researcher decides to conduct a descriptive research under the title “The Speaking Learning Strategies of EFL Students at Muhammadiyah University of Makassar”.

B. Problem Statement

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

1. What are the speaking learning strategies used by EFL students to minimize filler at Muhammadiyah University of Makassar in the academic year 2016/2017?”
2. What are the speaking learning strategies used by EFL students to improve self-confidence at Muhammadiyah University of Makassar in the academic year 2016/2017?

C. Objective of the Research

Based on the problem statement, the objectives of this research are formulated as:

1. To investigate the speaking learning strategies used by EFL students to minimize filler at Muhammadiyah University of Makassar in the academic year of 2016/2017.
2. To investigate the speaking learning strategies used by EFL students to improve self-confidence at Muhammadiyah University of Makassar in the academic year of 2016/2017.

D. Significance of the Research

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

1. For the Teachers or Educators

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

2. For the EFL students

Theoretically, students could understand the kinds of learning strategy in learning English in order to accelerate and enhance their speaking skill. Practically, students may practice the concepts of speaking learning strategies in both in their academic and daily basis.

3. For the Next Research

This research is expected to give information or contribution to other similar research which can be used as reference and comparison of speaking learning strategies for EFL students.

E. Scope of the Research

The scope of this research is limited to the speaking learning strategies in minimize filler and improve self-confidence of EFL students in the third semester at Muhammadiyah University of Makassar during the academic year 2016/2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the previous of related research findings, definition of learning strategies, kinds of language learning strategies, types of speaking learning strategies, definition of speaking, basic types of speaking, macroskills and microskills of speaking, definition of filler, definition of self confidence, definition of foreign language, definition of EFL, and conceptual framework.

A. Previous of Related Research Findings

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

1. Lee (2001) in his study, investigates that the college students moderately employ learning strategies in learning English. Moreover, there is significant learning strategies difference between male and female. Where male students tend to employ more learning strategies than female counterparts.
2. Abdulaziz (2008) in his study, reveals that there was no significant improvement in strategies use. Students from the experimental group had significant decrease in metacognitive strategies use.

3. Aslan (2009) in his study finds that the use of language learning strategies are positively effective and female students tend to be more successful than male students in terms of achievement test. It shows that there is significant connection between gender, achievement, and language learning strategies.
4. Lestari (2015) in her study, concludes that language learning strategies is the foundation of every learner to become an ultimate success in language learning. To enhancing students' learning strategies, it requires practice more about how to use the learning strategies itself. Moreover, students also need to acknowledge their learning strategies so the learning process may be effective.

Moreover, from the aspect of the similarities between this research and the previous research above could be seen from the students' learning strategies that investigated. However, there are two aspects that make this research different from the previous research which could be seen from the students' speaking learning strategies to minimize fillers and to improve self-confidence.

B. Some Pertinent Ideas

1. The Concept of Learning Strategies

Learning strategies is important in learning and teaching languages. It can help to have more understanding in language learning better. Strategy is a specific

method in approaching a problem or manipulating information to achieve the goals (Brown, 2007:119).

Learning strategies are described in some ways. Oxford (1994:1) argue that foreign (L2) strategies are specific action, behavior, steps or technique students use – often consciously – their progress in apprehending, internalizing, and using the L2. Meanwhile, Wenden and Rubin (1987:19) define learning strategies as any set of operation, steps, plans, and routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information.

Learning strategies is all about perspective, thought, patterns and directions that taken for gaining effective learning (Darmansyah, 2010:20). Meanwhile, Yongqi Gue (2003:3) stated that to complete a learning task by the students, learning strategies must be carried out. Learning strategies is the special thought and behavior that the individuals use to help them comprehend, learn, or retain new information (O'Malley & Chamot, 1995:1). Learning strategies also defined by Cook (2008:113) as the learner's choice using and learning the language.

Based on the explanation above, it can be seen that learning strategies is the plan that learners taken in order to complete learning task and enables effective learning.

2. The Types of Language Learning Strategies

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

- a. Management and planning strategies which allow learners to connect with learner's purpose to control his own learning.
- b. Cognitive strategies which refer to procedures and activities which learners apply to learn or remember the materials and solve the problems.
- c. Communicative strategies which involve the use of verbal or nonverbal instrument for the useful transfer of knowledge.
- d. Interpretational strategies which monitor the learners' development and evaluates their performance.
- e. Affective strategies which make learners aware of emotions such as unfamiliarity or confusion, and try to build positive feelings towards the target language in the learning activities.

Wenden and rubin (1987: 23) classify the language learning strategies in to several categories:

- a. Cognitive Learning Strategies.

The types of this learning strategies may be vary.

1. Clarification/ verification which refer to those strategies which learner use to verify or clarify their understanding of the new language. In the process

of creating and confirming rules, in any languages, they may seek confirmation of their understanding of the language, they may ask for validation of their production of words, phrases or sentences is consistent with the new languages.

2. Guessing/ inductive differencing refers to strategies which uses previously obtain linguistic or conceptual knowledge to derive explicit hypotheses about the linguistics form, semantic meaning or speaker intention.
3. Deductive which is a problem solving strategy in which the learner looks for and use general rule in approaching the foreign or the second language.
4. Practice which refers to strategy that contribute to the storage and retrieval of language while focusing on the accuracy of usage.
5. Memorization also refers to strategies which focus on the storage and retrieval of language; therefore some of the strategies such as drill, repetition, used for practice are the same as the memorizing strategies.
6. Monitoring refers to strategies in which the learner notice errors (both linguistics and communicative), observe how a message is received and interpreted by the addressee.

b. Metacognitive Learning Strategies

Metacognitive strategies are used to oversee, regulate, or self-language learning. Wenden in Wenden and Rubin (1987:25) examine how learner regulate

their learning by planning, monitoring and learning their learning activities. As addition, O'Malley in Wenden and Rubin (1987: 25) provide an extended list of planning strategies: self management, advance preparation, advance organizer, directed attention, selective attention, and delayed production.

c. Communication Strategies

From the point of view of the learning process, communication strategies are very important because they allow the learner to remain in the conversation. By continual exposure to natural conversation learner also learn (1) through opportunity to hear more of the target language, and (2) through opportunities to produce new utterance and test their knowledge.

d. Social Strategies

Social Strategies are those activities learners engage in which afford them opportunities to exposed and practice their knowledge. In them self, they do not contribute to learn since they merely put the student in an environment where practice is possible.

e. Management and Planning

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

1. Decide what commitment to make to language learning
2. Set reasonable goals
3. Decide on an appropriate methodology, select appropriate resources, and monitor progress,
4. Evaluate his achievement in the light of previously determined goals and expectations.

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

Table 2.1 Learning Strategies Classification

Learning Strategy	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 has accomplished the task

Cognitive Strategies	
Summarizing	Saying or writing the main idea
Induction	Figuring out the rules from sample of language
Imagery	Being able to visualize a picture and use it to learn new information
Auditory Representation	Mentally replaying a word, phrase or piece of information
Making Inference	Using information in the text to guess the meaning
Using Resources	Developing the ability to use reference material
Grouping	Classifying words, terminologies, quantities, or concepts
Note-Taking	Writing down keywords and concepts in verbal graphic, or numerical forms
Elaborating of Prior Knowledge	Relating new to information and making personal association
Socio Affective Strategies	
Cooperating	Learning how to work with peers; completing a task, pooling information, solving a problem, and obtaining

	feedback
Clarifying	Learning how to ask question how, how to get additional explanations, or verifying from the teacher or someone else who might know the answer
Self-Talk	Reducing anxiety by talking positively to one self

Source: (Azmi, 2004: 126)

Another kinds of language learning strategies also came from Oxford (2003: 13). According to her findings, language learning strategies are divided into six types which are:

1. Cognitive Strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally. Cognitive strategies were significantly related to L2 proficiency in studies by Kato (1996), Ku (1995), Oxford and Ehrman (1995), Oxford, Judd, and Giesen (1998), and Park (1994). Among of these studies, there are three studies conducted in EFL setting: Ku in Taiwan, Oxford, Judd, and Giesen in Turkey, and Park in Korea. The other two studies involved the learning of Kanji by native English speakers (Kato, 1996) and the learning of various foreign languages by native English speakers (Oxford & Ehrman, 1995).

2. Metacognitive Strategies

Metacognitive strategies identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing material, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy, are employed for managing the learning process overall.

3. Memory-related Strategies

This strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly (e.g., acronyms), while other techniques create learning and retrieval sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., a mental picture of the words itself or the meaning of the word), a combination of sounds and images (e.g., the keyboard method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

4. Compensatory strategies

This strategies including guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words help the learner make up for missing knowledge. Cohen (1998) asserted that compensatory

strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

5. Affective Strategies

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages. However, in other studies, such as that of Mullins (1992) with EFL learners in Thailand, affective strategies showed a negative link with some measures of L2 proficiency. One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies is related to greater L2 proficiency and self-efficacy, over time there might be less need for affective strategies as learners progress to higher proficiency.

6. Social Strategies

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

as the language. Social strategies were significantly associated with L2 proficiency in studies by the South African EFL study by Dreyer and Oxford (1996) and the investigation of native-English-speaking foreign language learners by Oxford and Ehrman (1995).

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

3. The Types of Speaking Learning Strategies

According to Kennedy and Keatley (2006), the following strategies can help the language learner to develop their speaking skills.

a. Using Minimal Responses

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

b. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greeting, apologies, compliments, invitation, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities

such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

c. Using Language to Talk About Language

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

In the other hand, Houang (2006) also formulates the following activities that he considered good in learning a language. They are:

Table 2.2 Positive Points in Language

Strategy	Description
Imitation	Observing the teacher, native speaker or the models then imitating
Technical Means	Using the technical means like tape recorder and video to learn, store or practice the language
Practicing Alone	Talking to self, answering to self question, and

	creating situation to practice by own self
Question Clarification	Asking a teacher, native speaker, etc, for repetition, paraphrasing, explanation and/or example
Communication	Creating opportunities to practice the language by making conversation with native speaker or foreigner or those who speak English
Self Monitong	Correcting your speech for accuracy or appropriateness to context
Self Evaluation	Always checking learning outcome against internal standard
Repetition	Repeating a language model including over practice and silent rehearsal, repeating the name of items, or object that had been heard

Source: (Azmi, 2004: 127)

There are still so many types of learning speaking strategies that can be used by the students. Obtaining Cassette recording of the dialogues that will aid the fluency and the intonation, talk to one self ask and answer by himself, find a symphatic friend with whom the student can practice regularly, try to make the learning become a more enjoyable activities like having same games, storytelling, seeking out native speaker, hold an imaginary

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

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

4. The Concept of Speaking

One expert has different definition of speaking from another. Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

According to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener.

Another definition comes from Cameron (2001: 40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that

the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as ‘well’, ‘oh’, and ‘uhuh’ make spoken language feel less conceptually dense than other types of language such as expository prose (Nunan: 1989).

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express the speaker ideas in order to exchange information, so the listener understands what the speaker means.

5. Basic Types of Speaking

Brown (2004: 141) categorized the basic types of speaking as follows:

a. Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of languages may be included in the criterion performance.

b. Intensive

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

c. Responsive

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

d. Extensive

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or rolled out altogether. So those types speaking activities are much concern with the age of the speaker. A speaker will be able to produce the more complicated sentences as he become older.

6. Microskills and Macroskills of Speaking

a. Macroskills

Brown (2000: 272) lists 16 points of macroskills in speaking. They are:

1. Produce chunks of language of different lengths.

2. Orally produce differences among the English phonemes and allophoric variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices – pauses, filters, self-corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization) word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well the interlocutor is understanding the students.

b. Microskills

There are 5 microskills according to Brown (2000: 272) which are:

1. Appropriately accomplish communicative functions according to situations, participants and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new

information and given information, generalization and exemplification.

4. Convey facial features, kinesthetics, body language and other nonverbal cues along with verbal language.
5. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well the interlocutor understanding.

7. The Concept of Filler

Oxford dictionary define filler as a word or sound filling a pause in an utterance or conversation and a linguistic unit that fills a particular slot in syntactic structure. According to Capelli (2008: 2) fillers are sound or words that are spoken to fill up gaps in utterances. Moreover, different languages have different characteristics filler sounds which in English, the most common filler sounds are ‘er’, ‘uh’ and ‘um’. Capelli (2008: 2) defines categories of fillers, as follows:

a. Fillers as Filled Pauses

Filled pauses are hesitation sounds that speakers employ to indicate uncertainty or to maintain control of a conversation while thinking of what to say next. Filled pauses do not add any new information to the conversation. In English, the set of filled pauses includes the ‘ah’, ‘er’, ‘eh’, ‘uh’, and ‘um’.

b. Fillers as Discourse Markers

A discourse marker is a word or phrase that functions primarily as a structuring unit of spoken language. To the listener, a discourse marker signals the speaker's intention to mark a boundary in discourse. Discourse markers are active contributions to the discourse and signals such activities as change in speaker, taking or holding control, relinquishing control, or the beginning of a new topic. Most common discourse markers in English are 'actually', 'basically', 'anyway', 'yeah', 'i mean', 'let's see', 'like', 'oh', 'now', 'okay', 'see', 'so', 'well', 'you know', 'you see', 'you know what I mean'.

c. Fillers as Explicit Editing Terms

Explicit editing terms are fillers that occur within the context of a disfluency, comprising an overt statement from the speaker, recognizing the existence of disfluency. Typically explicit editing terms consist of a short phrase such as 'i mean', 'sorry', 'excuse me', and 'rather'.

d. Fillers as Asides and Parentheticals

Asides occur when the speaker utters a short side comment on a topic then returns to the main topic being discussed. Asides are often accompanied by prosodic features like shift in intonation or the presence of a pause.

Parentheticals are similar to asides that they are brief remarks that break the flow of the larger utterance. However, unlike asides, the remark is on the same topic as the larger utterance.

8. The Concept of Self-Confidence

In 2009, the counseling service of RMIT (Royal Melbourne Institute of Technology University) defines self confidence as the belief that people can achieve success and competence. In the other words, believing self to be capable. Self-Confidence might be in reference to specific tasks or a more wide ranging attitude one's hold about their abilities in life.

Krintz (2015: 2) states that self-confidence is a feeling of trust in one's abilities, qualities, and judgment. In addition, Krintz also states that there are two primary contributors to self-confidence which are:

1. Self-Efficacy

- Belief in the capacity to produce an achievement
- Exert control over motivation, behavior, and social environment.

2. Self-Esteem

- Overall evaluation of oneself about happiness

Löf (2010: 2) in his research, states that self defense is “The socio-psychological concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, etc., sometimes manifested excessively” or “confidence in oneself, i.e. in one's abilities and worth, including the ability to cope with one's limitations and problems”. He concludes that Confidence can be a self fulfilling prophesy, which means that those without it may fail in achieving goals, or not even try because they lack of self-confidence, and those with it may

succeed because they have it, rather than because of their actual ability.

Furthermore, he adds that a person with god self-confidence often has:

- A pleasant demeanor
- A cheerful outlook on life
- A satisfaction with one's personal life

9. The Concept of Foreign Language

A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to, i.e., an English speaker living in Spain can say that Spanish is a foreign language to him or her. Richards and Schmidt (2002: 472) provide this information about second language: "In a broad sense, any language learned after one has learnt one's native language [is called second language]. However, when contrasted with foreign language, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the first language of many people who use it. For example, the learning of English by immigrants in the US or the learning of Catalan by speakers of Spanish in Catalonia (an autonomous region of Spain) are cases of second (not foreign) language learning, because those languages are necessary for survival in those societies. English is also a second language for many people in countries like Nigeria, India, Singapore and the Philippines (plus Spanish), because English fulfils many important functions in those countries (including the business of education and

government) and Learning English is necessary to be successful within that context. (Some people in these countries however may acquire English as a first language, if it is the main language used at home)".

They also define a *foreign language* as a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools and is not widely used as a medium of communication in government, media, etc. They note that foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language (Richards and Schmidt, 2002: 206).

In pedagogy and sociolinguistics, a distinction is made between second language and foreign language, the latter being learned for use in an area where that language is not generally spoken. Arguably, English in countries such as India, Pakistan, Bangladesh, the Philippines, the Nordic countries and the Netherlands can be considered a second language for many of its speakers, because they learn it young and use it regularly; indeed in southern Asia it is the official language of the courts, government and business. The same can be said for French in Algeria, Morocco and Tunisia, although—as with English in the Scandinavian countries and the Netherlands—French is nominally not an official language in any of these Arabic-speaking countries. In practice, French is widely

used in a variety of contexts in these countries, and public signs are normally printed in both Arabic and French.

In China (with the exception perhaps of Hong Kong), however, English must be considered a foreign language due to the lack of a number of characteristics, such as historical links, media, opportunities for use, and similar vocabulary. Likewise, French would be considered a foreign language in Romania and Moldova.

10. The Concept of EFL

According to Gebhard (2006), EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. He further indicates that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) who defines EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English-speaking countries such as the United States, Britain, Australia, Canada, Ireland, or New Zealand. A third definition is suggested by Camenson (2007) who indicates that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country, or for business purposes. He also further stated that EFL students only spend a few

hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills, and have a native language background in the classroom.

In the study of English in EFL context, some cultural aspects in the target language may not be naturally acquired (Brown, 2001; Cotter, & Cohen, 2003). As an example, EFL is taught in Japan, Morocco and Thailand (Brown, 2001) and other countries like Italy, Saudi Arabia, and Vietnam (Gebhard, 2006). This is also the case for English teaching in Indonesia (Carell, Prince & Astika, 1996; Exley, 2015; Hoven & Crawford, 2001; Novera, 2004). Therefore, in this study, EFL is defined as the study of English by non-native speakers living in a non-native environment and possibly taught by non-native speakers of English who may not be proficient in dealing with some cultural values inherent in the target language

C. Conceptual Framework

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

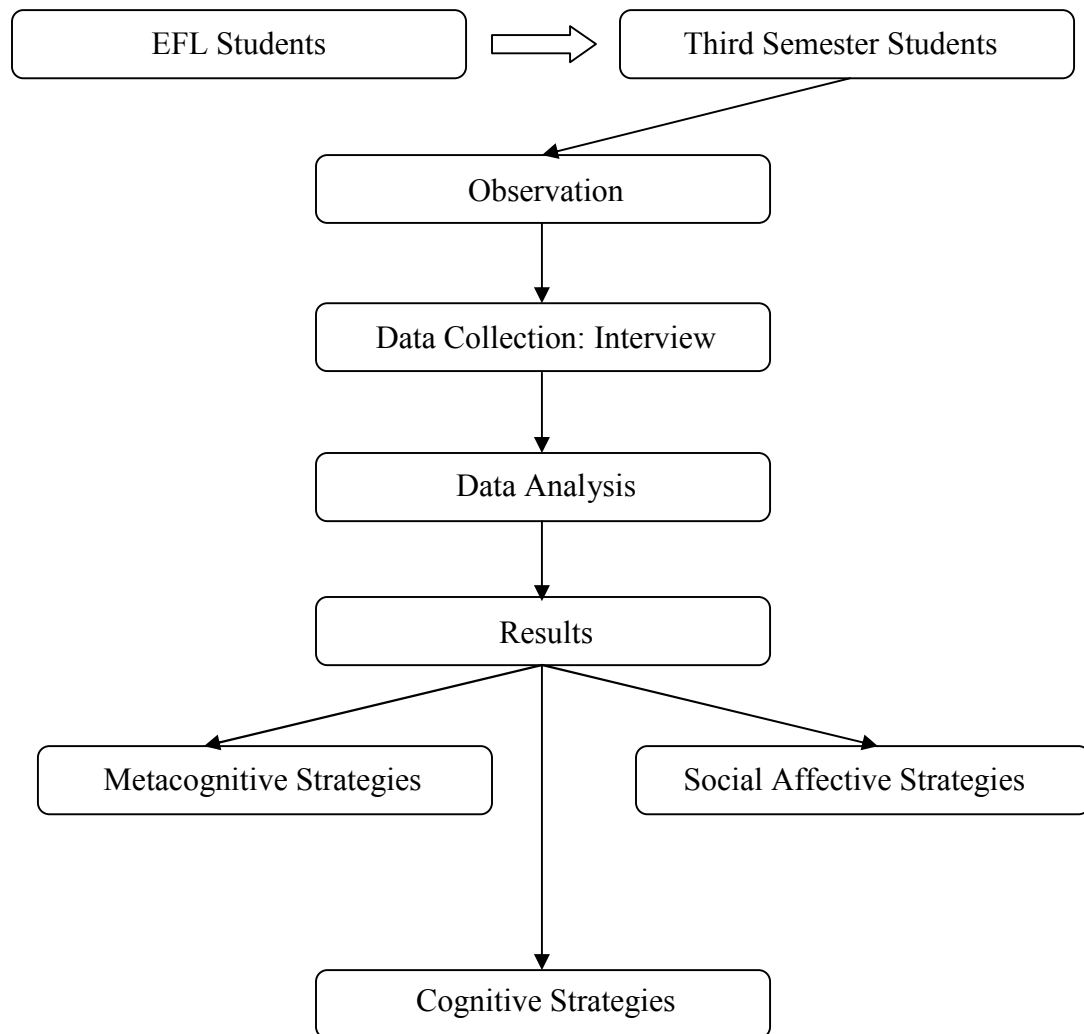


Figure 2.1: Conceptual Framework

The process of the research is illustrated as in the existing diagram above. The research will start by defining the population of the research from the total numbers of EFL Students in Muhammadiyah University of Makassar which is the third

semester students. After defining the population, the researcher will continue by choosing the sample from each class by conducting an observation so that the selected sample could be trusted as the most representative students to this research. This research will apply purposive sampling method by choose two of the most active students in speaking class.

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

CHAPTER III

RESEARCH METHOD

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

A. Research Design

This research employed descriptive qualitative design. It was described the speaking learning strategies used by EFL Students at Muhammadiyah University of Makassar during the academic year of 2016/2017.

B. Research Subject

The subjects of this research were chosen by purposive sampling technique and involved 10 students from random class in the third semester of English Department Muhammadiyah University of Makassar. The subject age were approximately 20 years old (less or more) and were selected based on their activeness during the speaking class is on process. The activeness itself were observed by the researcher, seen from the aspect of students' interaction (the frequency of students' involvement and logically develop simple conversation on related topics).

C. Instrument of the Research

In this research, the researcher used two kinds of instruments to collect the data, which are:

a. Observation

The researcher conducted an observation as the first instrument to observe the population in order to find the most active students that will become the most representative sample for this research.

b. Interview

The researcher held a face to face individual interview with each students that have chosen as the sample.

c. Documentation

The researcher recorded the entire interview session by voice record and a transcript created after that.

D. Procedure of Data Collection

1. First, the researcher got permission from speaking subject lecturer.
2. Second, the researcher begun to attend the class to observe the students speaking activeness during the speaking class holds. The result of the observation were given the data related to the students who were became the subject of the research.

3. Third, the researcher conducted an interview with each of the sample and record the entire conversation used voice record.
4. Fourth, the researcher made a transcript of the voice record.
5. The last step is data analysis to find out the percentage of use from metacognitive strategies, cognitive strategies and social affective strategies.

E. Technique of Data Analysis

1. Any rough field notes were converted into some form of written records which were comprehensible in later.
 - a. The researchers' own thoughts added as reflections to start a tentative analysis.
 - b. Interpretations and speculation from factual field notes were distinguished.
2. Any materials which have collected from interviews were ensured, observations or original documents were properly documented.
 - a. References indicated the participant, the date and time, the context, the circumstances leading to data collection and the possible implications for the research.
 - b. References on a pro-forma summary sheet were recorded to be indexed for ease of retrieval.
3. Start coding the data as early as possible.

- a. Specific codes to each variable, concept or theme that wished to identify were allocated.
 - b. Codes were in terms of specific words, phrase and the use of exemplars in applying the code and explaining its significance.
 - c. The codes were allowed the researcher to store the data, retrieve it and reorganize it in a variety of ways.
 - d. Codes were collapsed into smaller categories or units.
4. When the data coded, the researcher started to group the codes into smaller categories according to patterns or themes which emerge. Compared new data as it is collected with existing codes and categories, and modify them as required.
 5. At various stages, the researcher wrote summaries of the findings at that point.
 6. Summaries used to construct generalizations with which the researcher can confront existing theories or construct a new theory.
 7. The researcher continued the process until the generalizations arose from the data were sufficiently robust to stand the analysis of existing theories or the construction of a new theory.

CHAPTER IV

FINDINGS AND DISCUSSION

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

A. Findings

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

1. Strategies Used by the Students to Minimize Filler

a. Speak Slower

Based on the interview result, some of the research subjects admitted that they are using the strategies of speak slower that help them to minimize filler, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the question number 5 which is “*While speaking, what is your strategy to avoid or to minimize the use of filler?*” Below are the extract from the dialogue:

Extract 1

1. **“I try to speak not too fast** *and also try to make it clear so when I talk, I can think of the words that I want to say.*” (MF1)
2. **“I speak slower** *as soon as I realize that I don’t know or forget the words that I want to say and try to remember it in that duration.*” (MF2)

From the data above, it can be concluded that 2 from 10 research subjects (Subject number 2 and 4) are applying speak slower as their speaking strategies to minimize filler. The first extract coded as MF1 (Minimize Filler 1) which shows that the subject applied speak slower strategies to make it possible to remember the words that he wanted to say, while the second extract coded as MF2 also admitted the same.

b. Make Pauses

Based on the interview result, some of the research subject also admitted that they are using the strategies of make pauses that help them to minimize filler, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the question number 5 which is *“While speaking, what is your strategy to avoid or to minimize the use of filler?”* Below are the extract from the dialogue:

Extract 2

1. **“I stop for the second** *and think of words that I want to say, or I*

- repeat the previous sentence that I said before it or try to express with other synonyms.” (MF3)*
2. *“I actually say a lot of filler when I talk (laughed) but I try to reduce it with saying other words I mean the synonym. My last option is just **stop talking for a while**. That’s all.” (MF4)*
3. *“**I just take my time** to remember the words that I want to say.” (MF5)*
4. *“**I just stop** and think for a while or maybe try to express the words with other same words.” (MF6)*

From the data above, it can be concluded that 4 from 10 research subjects (Subject number 5, 8, 9 and 10) are applying make pauses as their speaking strategies to minimize filler. From all of the extract which coded as MF3, MF4, MF5 and MF6, the data shows that all of the subjects applied make pauses strategies so that they can take time to think or remember the words they wanted to say.

c. Repetition

Based on the interview result, some of the research subject also admitted that they are using the strategies of make pauses that help them to minimize filler, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the question

number 5 which is “*While speaking, what is your strategy to avoid or to minimize the use of filler?*” Below are the extract from the dialogue:

Extract 3

1. “**I will repeat my words before** *or just say other words that is same.*”
(MF7)
2. “*Sometimes I don’t really aware of my fillers when I talk, I just simply talk but I think most of the time* **I will be just repeat my words before.**” (MF8)
3. “*I stop for the second and think of words that I want to say, or I* **repeat the previous sentence** *that I said before it or try to express with other synonyms.*” (MF9)
4. “**I would repeat the words or sentence that I say before it.**” (MF10)

From the data above, it can be concluded that 4 from 10 research subjects (Subject number 1, 3, 5, and 6) are applying repetition of the previous words as their speaking strategies to minimize filler. The extract from each subject coded as MF7, MF8, MF9 and MF10 which shows that the subjects related use repetition so that they can possibly think of the next word while repeating the previous one.

d. Saying Similar Words (Synonyms)

Based on the interview result, some of the research subject also admitted that they are using the strategies of saying similar words

(synonym) that help them to minimize filler, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the question number 5 which is “*While speaking, what is your strategy to avoid or to minimize the use of filler?*” Below are the extract from the dialogue:

Extract 4

1. “*I will repeat my words before or just **say other words that is same.***”
(MF11)
2. “*I stop for the second and think of words that I want to say, or I repeat the previous sentence that I said before it or **try to express with other synonyms.***” (MF12)
3. “**I just try to figure out other similar words to say.**” (MF13)
4. “*I just stop and think for a while or maybe **try to say the words with other same words.***” (MF14)

From the data above, it can be concluded that 4 from 10 research subject (Subject number 1, 5, 7 and 10) are applying say the similar words (synonym) as their speaking strategies to minimize filler. The extract from each subject coded as MF11, MF12, MF13 and MF14 which shows that the subjects related use saying similar words so that they could possibly expressing their ideas even though they forget the actual words that they meant to say at first.

Based on the data above, the result of the research from the interview related to the subjects strategies in minimizing the use of filler, could be seen in the table below:

	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
Speak Slower		√		√						
Make Pauses					√			√	√	√
Repeat the Previous Words	√		√		√	√				
Saying Similar Words (Synonyms)	√				√		√			√

Table 4.2 Students' Speaking Learning Strategies to Minimize Filler

5. Strategies Used by the Students to Improve Self-Confidence

a. Self-Talk or Speak in Front of the Mirror

Based on the interview result, most of the research subject also admitted that they are using the strategies of saying self speak or talk in front of the mirror that help them to improve self-confidence, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the question number 6 which is “*Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?*” Below are the extract from the dialogue:

Extract 5

1. **“I usually speak to myself in front of the mirror** *on my bedroom to train myself.*” (ISC01)
2. **“I actually always talk to myself** *in any situation, even when I’m alone or in the crowd, I always talk to myself so when I talk other people I feel okay.*” (ISC02)
3. *“I practice to talk about anything with my friends who learn the same major or active in UKM Bahasa and also I follow the debate division.*
I usually speak to myself or speak in front of the mirror, that’s it.” (ISC03)
4. **“I always speak alone** *when I am in my dormitory but of course with lower voice. I continually speak to myself.*” (ISC04)
5. *“I always watch motivation videos or something like that, talk to my friends and maybe some of my senior that inspired me. Besides, I just talk to myself or in front of my mirror.*” (ISC05)
6. **“I think I like to talk to myself,** *even the animal or even with my family although they don’t know how to speak English and they have no idea on what I said.*” (ISC06)
7. *“I joined some organizations which I believe helps me to discover myself and my ability, which I believe trained me to be a braver person. I also like to talk to myself even when I’m alone.”* (ISC07)

8. *“To make myself get used to talk or speak confidently in front of people, I always speak to myself in loud voice or read aloud whatever it is in English such as articles, book, poems or even quotes.”* (ISC08)
9. *“I talk to myself and my friends, I sing aloud, i read aloud, and I watch inspirational video about famous people who are shy but they’re success because they’re brave.”* (ISC09)

From the data above, it can be concluded that 9 from 10 research subject (Subject number 1, 2, 3, 5, 6, 7, 8, 9 and 10) are applying self talk or speak in front of the mirror as their speaking strategies to improve self-confidence. The extract from each subject coded as ISC01, ISC02, ISC03, ISC04, ISC05, ISC06, ISC07, ISC08, and ISC09 which shows that the subjects use self talk or speak in front of the mirror to train themselves in speaking to improve their self-confidence. This kind of strategy popularly used because it is one of the strategies that could apply easily and make the students get used to speak.

b. Practice with Others

Based on the interview result, some of the research subject also admitted that they are using the strategies of practice with others that help them to improve self-confidence, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the

question number 6 which is “*Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?*” Below are the extract from the dialogue:

Extract 6

1. “**I practice to talk about anything with my friends** *who learn the same major or active in UKM Bahasa and also I follow the debate division. I usually speak to myself or speak in front of the mirror, that’s it.*” (ISC10)
2. “*I am basically a very communicative person,* **I like to talk to everyone and open to everyone who wants to talk** *so nervousness is not really my issues.*” (ISC11)
3. “*I always watch motivation videos or something like that,* **talk to my friends** *and maybe some of my senior that inspired me. Besides, I just talk to myself or in front of my mirror.*” (ISC12)
4. “**I talk to myself and my friends,** *I sing aloud, i read aloud, and I watch inspirational video about famous people who are shy but they’re success because they’re brave.*” (ISC13)

From the data above, it can be concluded that 4 from 10 research subject (Subject number 3, 4, 6, 7 and 10) are applying practice with others as their speaking strategies to improve self-confidence. The extract from each subject coded as ISC10, ISC11, ISC12 and ISC13 which shows

that the subjects related use practice with other to make themselves get used to speak English in order to improve their self-confidence.

c. Watch Motivational or Inspirational Video

Based on the interview result, some of the research subject also admitted that they are using the strategies of watch motivational/inspirational videos that help them to improve self-confidence, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the question number 6 which is “*Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?*” Below are the extract from the dialogue:

Extract 7

1. **I always watch motivation videos or something like that**, *talk to my friends and maybe some of my senior that inspired me. Besides, I just talk to myself or in front of my mirror.* (ISC14)
2. *I talk to myself and my friends, I sing aloud, i read aloud, and I watch **inspirational video** about famous people who are shy but they're success because they're brave.* (ISC15)

From the data above, it can be concluded that 2 from 10 research subject (Subject number 6 and 10) are applying watch motivational/inspirational videos as their speaking strategies to improve

self-confidence. The extract from each subject coded as ISC14 and ISC15 which shows that the subjects above applying watch motivational or inspirational video to courage them in speaking English, because some of them tends to get anxiety and shy when it comes to speaking publicly or communicate to each other. That is why some of them, turns out needed motivation and inspiration to make them brave to speak.

d. Join Organization or Club

Based on the interview result, most of the research subject also admitted that they are joining organization/club that help them to improve self-confidence, which can be concluded as their learning speaking strategy. This conclusion is indicated by their answer to the question number 6 which is “*Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?*” Below are the extract from the dialogue:

Extract 8

1. **I practice** to talk about anything with my friends who learn the same major or active **in UKM Bahasa** and also **I follow the debate division**. I usually speak to myself or speak in front of the mirror, that's it. (ISC15)
2. **I joined some organizations** which I believe helps me to discover myself and my ability, which I believe trained me to be a braver

person. I also like to talk to myself even when I'm alone.(ISC16)

From the data above, it can be concluded that 9 from 10 research subject (Subject number 3 and 8) are joining organization/club as their speaking strategies to improve self-confidence. The extract from each subject coded as ISC15 and ISC16 which shows that the subjects above are joining to several organizations or club whether it is English or Non-English. Both of the subjects realized that involving themselves actively in organization or club could train them to be brave in speak in front of the public or in communicating to each other especially using English. Organization or club train them how to communicate effectively and improving their social sensibility so that they would become more empathy and easy to express their opinion or what they feel. Beside of that, they could improve their vocabulary mastery because in the practice of the organization or club, they are forced to speak or communicate in various words instead of being monotone.

Based on the data above, the result of the research from the interview related to the subjects strategies in improving self-confidence, could be seen in the table below:

	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10
Self Speak or Speak in Front of the Mirror	√	√	√		√	√	√	√	√	√
Practice with Others			√	√		√	√			√
Watch Motivational/Inspirational Videos						√				√
Join Organization/Club			√					√		

Table 4.2 Students' Speaking Learning Strategies to Improve Self-Confidence

B. Discussion

As has been presented on findings, results in interview showed that research subject had various answer towards the question of their strategies on learning speaking including how to minimize filler and improve self-confidence. Below are the details from answers from all of the data subject:

1. Strategies Used by Students to Minimize Filler

The first category is the students' strategies to minimize filler in speaking learning. Below are the tables which explain the result taken from the answer of the question number 5 by the data subject in the third semester of Muhammadiyah University of Makassar, which related to their speaking learning strategies to minimize filler:

The answer of this category are derived from the data subject answer to the question number 5 which is "*While speaking, what is your strategy to avoid or to minimize the use of filler?*". For this category there are 2 (20%)

students answered that they are applying speak slower, 4 (40%) students answered that they are applying make pauses, 4 (40%) students answered that they are applying repetition for the previous words or sentences, and 4 (40%) students answered that they are applying saying similar words (synonyms).

From the data above, it can be concluded that the presentation of each speaking learning strategies to minimize filler can be explained with the most applied strategies to the least applied begin with make pauses, repetition for the previous words, and saying similar words (synonyms) which are appeared to be applied in the same percentage (40%) and speak slower which is appeared to be the least applied (20%). Moreover the theories related to the findings of students' speaking learning strategies to minimize the use of filler is the auditory representation in cognitive strategies stated by Chamot, O'Malley and Oxford (2003). Auditory representation includes; mentally replaying a word, phrase or piece of information

2. Strategies Used by Students to Improve Self-Confidence

The third and the last category is the students' strategies to improve self-confidence in speaking learning. Below are the tables which explain the result taken from the answer of the question number 6 by the data subject in the third semester of Muhammadiyah University of Makassar, which related to their speaking learning strategies to improve self-confidence:

The answer of this category are derived from the data subject answer to the question number 6 which is “*Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?*” For this category there are 9 (90%) students answered that they are applying self speak including speak in front of the mirror, 5 (50%) students answered that they are applying practice with others, 2 (20%) students answered that they are applying watch motivational or inspirational videos, and 2 (20%) students answered that they are joining organization or club to help them improve their self-confidence in speaking.

From the data above, it can be concluded that the presentation of each speaking learning strategies to improve self-confidence can be explained with the most applied strategies to the least applied begin with self speak including speak in front of the mirror as the most applied and popular strategies (90%), continued with the strategy of practice with others (50%), and followed by watch motivational or inspirational videos and join organization or club which both appeared to show the same percentage (20%). Moreover the theories related to the findings of students’ speaking learning strategies to improve self confidence is the cooperating and self talk in socio affective strategies stated by Chamot, O’Malley and Oxford (2003). Cooperating includes learning how to work with peers such as; completing a task, pooling information, solving a

problem, and obtaining feedback. Meanwhile self talk includes; Reducing anxiety by talking positively to one self.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

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

1. Based on the interview of the data subject, the speaking learning strategies to minimize filler by EFL students at Muhammadiyah University of Makassar in the academic year of 2016/2017 showed that make pauses, repeat the previous word and saying similar words (synonym) appeared to be the most applied strategies followed by speak slower strategy. The theories related to the findings of students' speaking learning strategies to minimize the use of filler is the auditory representation in cognitive strategies stated by Chamot, O'Malley and Oxford (2003). Auditory representation includes; mentally replaying a word, phrase or piece of information
2. Moreover, the speaking learning strategies to improve self-confidence by EFL students at Muhammadiyah University of Makassar in the academic

year of 2016/2017 showed result that self speak including speak in front of the mirror appeared as the most applied and popularly used strategies to improve self-confidence or in other words, minimize nervousness. Practice with others came up as the second most applied strategies followed by watch inspirational or motivational videos and join organization or club for the same purpose. The theories related to the findings of students' speaking learning strategies to improve self confidence is the cooperating and self talk in socio affective strategies stated by Chamot, O'Malley and Oxford (2003). Cooperating includes learning how to work with peers such as; completing a task, pooling information, solving a problem, and obtaining feedback. Meanwhile self talk includes; Reducing anxiety by talking positively to one self.

B. Suggestion

The researcher divided suggestion in three parts which are addressed for the educators especially English education teachers and lecturers, for students especially EFL (English Foreign Language) students and for the next similar researches.

1. For the Educators

Educators, specifically 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. For 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 to know what kind of strategies fit them best.

3. For the Next Research

For the next similar research this research is expected to be useful as information source.

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INTERVIEW QUESTIONS

1. Could you tell me how much do you like the speaking subject? Why?
2. Do you have other informal education background that helps you to improve your speaking skill today?
3. What is your strategy on learning speaking? How do you apply it?
4. Do you apply other strategies?
5. While speaking, what is your strategies to avoid or to minimize the use of filler?
6. Could you tell me what are your strategies to improve your self-confidence in speaking subject or class? How could you minimize the nervousness?
7. 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?

INTERVIEW TRANSCRIPT

Researcher (R)

Sample 01 (S01)

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

S01 : Actually it's my favorite subject because a... that subject a... we can change our... we can deliver our idea, we can get information from the others and especially we can know about... describe about the thing.

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

S01 : Actually, I don't have.

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

S01 : Okay my strategies in learning speaking the first is sometimes I do I speak in front of the mirror the second is I practice with sometimes with the noun especially i see the cat and I sometimes give a greeting to the cat "hello, how are you" ah... it seems like I am crazy man.

R : Do you apply other strategies?

S01 : Sometimes I try to memorize new words that I read in articles or I see in some advertisement. I look for the meaning in the dictionary and try to memorize it all day during my activity.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S01 : I will repeat my words before or just say other words that is same.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S01 : I usually speak to myself in front of the mirror on my bedroom to train myself.

R : 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?

S01 : For me? Its effective. But I am actually open to any kinds of future strategy I'll learn or know.

Sample 02 (S02)

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

S02 : I think the speaking subject is the most important for me because if we have skill speaking is good, we can using our skill to get the job for example maybe we want to go to study abroad we have to have pronunciation and speaking skill good... yeah, and I think if we want to be a good student or a good person especially go abroad we have to have skill speaking.

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

S02 : Yeah yes of course, I have many communities and I'm active in community and I got 3 communities right now.

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

S02 : Oh strategies? Actually I don't have any strategies but if I want to learn about English I just listen music watch the video, foreign video, I just... how to say... read the article in English.

R : Do you apply other strategies?

S02 : I memorize words too but not every day, just when I want or in the right mood.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S02 : I try to speak not too fast and also try to make it clear so when I talk, I can think of the words that I want to say.

R : Could you tell me what are your strategies to improve your self-confidence in speaking subject or class? How could you minimize the nervousness?

S02 : I actually always talk to myself in any situation, even when I'm alone or in the crowd, I always talk to myself so when I talk other people I feel okay.

R : 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?

S02 : I think more effective for me because I don't... If I don't do like that I cannot improve my skill in English. Because I'm a lazy student.

Sample 03 (S03)

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

S03 : I like speaking subject so much, I can tell... so its like I'm so starving then I need food. That's how I like it. Speaking subject is very good for me because it helps me to increase my speaking ability and also I can engage to people I can listen to people at the same time of speaking. That's how it is.

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

S03 : Sure... sure. So because I need more practice I joined several organizations, I joined several meeting clubs in Makassar. So in organization I have UKM Bahasa then I joined debate and I... yeah it helps a lot when doing debate because at the same time I get the knowledge and also get the speaking ability. Because you know that when you want to have a good speaking ability, not only your language your pronunciation or your stressing in speaking its very... its important but you also need to have knowledge because it helps you to go your speaking ability it helps you to get more vocabularies, more vocabularies and also... yeah maybe improving your speaking skill. And I also have several community like EXIT, BPEC in

Rotterdam I used to join, because that's what I'm saying I need practice, I need to find friends who I able to speak English so I get practice.

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

S03 : I am basically learning speaking in a very simple way. I'm watching movie every day, I'm listening music then I practice English, I memorize some words every day, let's say five words a day then I practice that words to make sentence of the day so I can remember thing. So it's simple.

R : Do you apply other strategies?

S03 : Nothing else.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S03 : Sometimes I don't really aware of my fillers when I talk, I just simply talk but I think most of the time I will be just repeat my words before.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S03 : I practice to talk about anything with my friends who learn the same major or active in UKM Bahasa and also I follow the debate division. I usually speak to myself or speak in front of the mirror, that's it.

R : 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?

S03 : Uhm... I think so. Because you know... if you have... having strategy make you have a standard of you want to do. So for example you want to memories some vocabularies of the day, if you never set a goal for you to do everyday you'll never do it. So I think its very important to have strategy in learning English because it seems need more practice.

Sample 04 (S04)

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

S04 : I actually really like speaking subject because one of my favorite is speaking and I like the lecturer of speaking that's why I like speaking subject.

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

S04 : Um yeah it's like little club from my friends in another major but we just try to speak English for fun and I think maybe just little improvement but it can improve our English.

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

S04 : Okay. I try to speak English with my friends from same major like English department when I meet them I try to speak English with them and when I meet my lecturer I speak English, something like that. Try to practice my speaking.

R : Do you apply other strategies?

S04 : I also watching movies and listening music, sometimes I also pay attention to the lyrics while enjoying the rhythm.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S04 : I speak slower as soon as I realize that I don't know or forget the words that I want to say and try to remember it in that duration.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S04 : I am basically a very communicative person, I like to talk to everyone and open to everyone who wants to talk so nervousness is not really my issues.

R : 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?

S04 : Yeah I think so because how... if we try to practice our English it will be improved. Maybe we cannot realize but it's true.

Sample 05 (S05)

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

S05 : In speaking subject?. I do really like the speaking subject because that's the most important in English study because I think we want to develop and

increase our English skills you have to... one of them is speaking that is... which is you have to go around better while you searching for job just looking for a teacher get teaching, you have to be able to the speaking.

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

S05 : I have organization but it's not about English it's just organization.

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

S05 : My strategies on learning speaking is just learning in movie in the other hand can learn from music or just looking for the text in English like in internet or maybe in video, just look at that. And I'm trying to repeat that so my speaking is valuable for that.

R : Do you apply other strategies?

S05 : If I like certain lyrics or quotes, I write it. I write down. But if I don't like it I just remember the piece of words of that song.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S05 : I stop for the second and think of words that I want to say, or I repeat the previous sentence that I said before it or try to express with other synonyms.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S05 : I always speak alone when I am in my dormitory but of course with lower voice. I continually speak to myself.

R : 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?

S05 : The effective of my strategies, I think I can give score to my effectiveness strategy in speaking as usual I ask my friend how about my behavior in study how about my looks in speaking class maybe just writing, reading, structure and etc. I need response coming from my friends.

Sample 06 (S06)

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

S06 : Speaking subject? Um I really like speaking subject because it can help me to speak with another people, I think like that.

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

S06 : I have English club but I didn't come again because I think I have my job right now (laughed) like that.

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

S06 : My strategies in learning speaking subject are listening to music maybe and then I really like watching movie.

R : Do you apply other strategies?

S06 : I take notes sometimes, I make a list of words that I see or read on the day and in the end of the day I try to find the meaning of it with dictionary and memorize it If I have time. If I don't have time, I just read it again and again.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S06 : I would repeat the words or sentence that I say before it.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S06 : I always watch motivation videos or something like that, talk to my friends and maybe some of my senior that inspired me. Besides, I just talk to myself or in front of my mirror (laughed).

R : 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?

S06 : I think can improve my speaking because I can study with vocab from the movie and the listening to music.

Sample 07 (S07)

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

S07 : I don't really like it actually, I just like it but not much.

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

S07 : For speaking, I think not. But from another subject like listening or reading, I have read English article, listen to movie without subtitle and for speaking just speak with my friend, just it.

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

S07 : I always speaking with my friend, when they come to my house I try to speak with them in English whether they don't know what I say. I try to make them understand, little by little. I say to them, "meja" in English we say "table", "garpu" in English we say "fork" its my strategy. Learning by teaching.

R : Do you apply other strategies?

S07 : I write down the new word that I see during my daily activity maybe in banner or something like that and I search for the meaning in my dictionary.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S07 : I just try to figure out other similar words to say.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S07 : I think I like to talk to myself, even the animal or even with my family although they don't know how to speak English and they have no idea on what I said.

R : 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?

S07 : I think now it still 70%, still need improvements.

Sample 08 (S08)

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

S08 : I quite like it. Depend on the lecturer method to teach us. But basically I like speaking subject because I am kind of talk active person (laughed).

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

S08 : No I don't have, I just learn English from elementary school to senior high school.

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

S08 : My strategies on learning speaking actually start with no intention to learn speaking. I really like to watch movies and listen to music since I was a kid and because of that, I unconsciously learn speaking English.

R : Do you apply other strategies?

S08 : Just take few notes sometimes. Not much.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S08 : I actually say a lot of filler when I talk (laughed) but I try to reduce it with saying other words I mean the synonym. My last option is just stop talking for a while. That's all.

R : Could you tell me what are your strategies to improve your self-confidence in speaking subject or class? How could you minimize the nervousness?

S08 : I joined some organizations which I believe helps me to discover myself and my ability, which I believe trained me to be a braver person. I also like to talk to myself even when I'm alone.

R : 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?

S08 : So far, I think its effective but I'll be happy to learn some new strategies.

Sample 09 (S09)

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

S09 : I really enjoy the class of speaking. Because our lecturer is so cool and she use vey fun way to make us speak.

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

S09 : I only learn English when I was in school and I never follow any course.

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

S09 : My strategy on learning speaking is listening music because I really like to sing and I also watch movies or watch English video on Youtube and turn off the caption first then turn it on the second time to see which one of my guessing is incorrect.

R : Do you apply other strategies?

S09 : I read English articles several times.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S09 : I just take my time to remember the words that I want to say.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S09 : To make myself get used to talk or speak confidently in front of people, I always speak to myself in loud voice or read aloud whatever it is in English such as articles, book, poems or even quotes.

R : 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?

S09 : For me yes, I think its so effective. I've been using these strategies since I was kid and it helps me so much.

Sample 10 (S10)

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

S10 : I pretty much like it, it's always fun and scary at the same time. Most of us will be afraid to speak but slowly but sure, we all started to be brave and I guess that is the reason on why I like the speaking subject.

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

S10 : No, actually. I was spent my age in village and there are no English course at my village, we only have meeting club at times but it held in our school.

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

S10 : My strategies? I listen to music most of the times. That's why even though I am quite fluent on speak English, I am still not good at grammar at all.

R : Do you apply other strategies?

S10 : I try to memorize 10 words a day.

R : While speaking, what is your strategy to avoid or to minimize the use of filler?

S10 : I just stop and think for a while or maybe try to say the words with other same words.

R : Could you tell me what are your strategies to improve your self-confident in speaking subject or class? How could you minimize the nervousness?

S10 : I talk to myself and my friends, I sing aloud, i read aloud, and I watch inspirational video about famous people who are shy but they're success because they're brave.

R : 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?

S10 : I think so, I am happy with my strategies. I don't mind to learn with a new strategy but so far I am satisfied with my strategies.

SPEAKING LEARNING STRATEGIES TO MINIMIZE FILLER

1. **“I try to speak not too fast** *and also try to make it clear so when I talk, I can think of the words that I want to say.”*
2. **“I speak slower** *as soon as I realize that I don’t know or forget the words that I want to say and try to remember it in that duration.”*
3. **“I stop for the second** *and think of words that I want to say, or I repeat the previous sentence that I said before it or try to express with other synonyms.”*
4. *“I actually say a lot of filler when I talk (laughed) but I try to reduce it with saying other words I mean the synonym. My last option is just **stop talking for a while.** *That’s all.”**
5. **“I just take my time** *to remember the words that I want to say.”*
6. **“I just stop** *and think for a while or maybe try to express the words with other same words.”*
7. **“I will repeat my words before** *or just say other words that is same.”*
8. *“Sometimes I don’t really aware of my fillers when I talk, I just simply talk but I think most of the time **I will be just repeat my words before.”***
9. *“I stop for the second and think of words that I want to say, or **I repeat the previous sentence** *that I said before it or try to express with other synonyms.”**
10. **“I would repeat the words or sentence that I say before it.”**
11. *“I will repeat my words before or just **say other words that is same.”***

12. *“I stop for the second and think of words that I want to say, or I repeat the previous sentence that I said before it or **try to express with other synonyms.**”*
13. **“I just try to figure out other similar words to say.”**
14. *“I just stop and think for a while or maybe **try to say the words with other same words.**”*

SPEAKING LEARNING STRATEGIES TO IMPROVE SELF-CONFIDENCE

1. **“I usually speak to myself in front of the mirror on my bedroom to train myself.”**
2. **“I actually always talk to myself in any situation, even when I’m alone or in the crowd, I always talk to myself so when I talk other people I feel okay.”**
3. **“I practice to talk about anything with my friends who learn the same major or active in UKM Bahasa and also I follow the debate division. I usually speak to myself or speak in front of the mirror, that’s it.”**
4. **“I always speak alone when I am in my dormitory but of course with lower voice. I continually speak to myself.”**
5. **“I always watch motivation videos or something like that, talk to my friends and maybe some of my senior that inspired me. Besides, I just talk to myself or in front of my mirror.”**
6. **“I think I like to talk to myself, even the animal or even with my family although they don’t know how to speak English and they have no idea on what I said.”**
7. **“I joined some organizations which I believe helps me to discover myself and my ability, which I believe trained me to be a braver person. I also like to talk to myself even when I’m alone.”**

8. *“To make myself get used to talk or speak confidently in front of people, **I always speak to myself** in loud voice or read aloud whatever it is in English such as articles, book, poems or even quotes.”*
9. *“**I talk to myself** and my friends, I sing aloud, i read aloud, and I watch inspirational video about famous people who are shy but they’re success because they’re brave.”*
10. *“**I practice to talk about anything with my friends** who learn the same major or active in UKM Bahasa and also I follow the debate division. I usually speak to myself or speak in front of the mirror, that’s it.”*
11. *“I am basically a very communicative person, **I like to talk to everyone and open to everyone who wants to talk** so nervousness is not really my issues.”*
12. *“I always watch motivation videos or something like that, **talk to my friends** and maybe some of my senior that inspired me. Besides, I just talk to myself or in front of my mirror.”*
13. *“**I talk to myself** and **my friends**, I sing aloud, i read aloud, and I watch inspirational video about famous people who are shy but they’re success because they’re brave.”*
14. ***I always watch motivation videos or something like that**, talk to my friends and maybe some of my senior that inspired me. Besides, I just talk to myself or in front of my mirror.*

15. *I talk to myself and my friends, I sing aloud, i read aloud, and **I watch inspirational video** about famous people who are shy but they're success because they're brave.*
16. ***I practice** to talk about anything with my friends who learn the same major or active in **UKM Bahasa** and also **I follow the debate division**. I usually speak to myself or speak in front of the mirror, that's it.*
17. ***I joined some organizations** which I believe helps me to discover myself and my ability, which I believe trained me to be a braver person. I also like to talk to myself even when I'm alone.*

CURRICULUM VITAE



The researcher, **Andi Annisa Almirah Syamsir** was born on March 07th, 1995 in Sungguminasa, South Celebes. She is the first and only one daughter from three siblings from the marriage of Syamsir and Asmani. She began her study at SD Inpres Minasa Upa and graduated in 2007. Then she continued her education at SMPN 21 Makassar and graduated in 2010. Afterwards, she continued her study at SMK Keperawatan Pratidina Makassar and graduated in 2013. In year 2013, she was registered as a student of English Education 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). Moreover, she is also active in many social activities inside and outside the university including some of the events held by Office of International Affairs Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *The Speaking Learning Strategies of EFL Students at Muhammadiyah University of Makassar*.

Email : aannisaalmirahs@gmail.com

Cp: +6282189132325

CURRICULUM VITAE



ADRIAN ADIWINATA was born in Ara (Bulukumba), on May 02nd, 1993. His father's name is Adrian Adiwinata and his mother's name is Rusia. He is the third child of 3 brothers. He began his elementary school at SD Negeri 164 Ara and graduated in 2005, he continued his study at SMP Negeri 2 Bontobahari and graduated in 2008.

After finishing his study in Junior High School, he continued his study at SMK Negeri 6 Perkapalan and graduated in 2011. In 2012, he was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.



SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama : **ANDI ANNISA ALMIRAH SYAMSIR**

NIM : **10535 5677 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Speaking Learning Strategis of EFL Students at
Muhammadiyah University of Makassar.**

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2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
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Makassar, Oktober 2016

Yang Membuat Perjanjian

ANDI ANNISA ALMIRAH SYAMSIR



SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : **ANDI ANNISA ALMIRAH SYAMSIR**

NIM : **10535 5677 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Speaking Learning Strategis of EFL Students at Muhammadiyah University of Makassar.**

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Oktober 2017
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ANDI ANNISA ALMIRAH SYAMSIR