



Investigating Direct Speaking Strategies of Non-English-Majored Students at a University in Dong Nai Province

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ABSTRACT

English communication skills are now considered a passport-like requirement for students seeking a secure profession with a higher wage. Additionally, English proficiency is considered one of the variables affecting the success of foreign businesses investing in Vietnam and Vietnamese businesses looking to collaborate internationally to develop their brands into new markets abroad. The integration of various linguistic skills demonstrates the value of speaking. The main objective of this study was to investigate the frequency and importance of using direct speaking strategies by non-English-majored students at Dong Nai Technology University. The study involved 90 second-year undergraduate students at Dong Nai Technology University in Bien Hoa city, Dong Nai province. At the time of the study, the participants were 18-19 and had already attained elementary level. This research uses questionnaires and interviews using the SPSS application to analyze the main points relating to the research questions. According to research, direct speaking strategies significantly affect the English speaking skills of Dong Nai Technology University students. At the same time, the difficulties and orientations when learning speaking skills using direct speaking strategies were revealed in the study's conclusion. To maximize direct speaking strategies and advance the field of study, recommendations have been made for non-English-majored students.

INTRODUCTION

[Efrizal \(2012\)](#) showed that speaking is crucial for human contact because people communicate all the time and everywhere. Oral communication of ideas and messages is done by speaking. If we want to motivate pupils to speak in English, we should utilize it and invite them to follow suit. Speaking is one of the most crucial abilities to cultivate and improve for effective communication; speaking is one of the most challenging facets of language learning. It might be challenging for many language learners to express themselves verbally. In general, they have trouble adequately expressing themselves in a foreign language. They stop speaking when they run against psychological roadblocks or run out of appropriate phrases and expressions. Speaking comes naturally to people before they learn to read and write. Humans interact with language more frequently orally than in written form on any given day. The ability to speak is the most crucial one because it is a prerequisite for carrying on a discussion. Speaking in English requires knowledge of several important things, including pronunciation, grammar,

vocabulary, fluency, and comprehension. In addition, learners need sufficient English language command to connect with others successfully and simply.

Moreover, the ability to communicate in English has become a worldwide language and is like a passport in helping students get a stable career with a higher salary. In addition, English is considered one of the factors determining the success of foreign companies investing in Vietnam, as well as Vietnamese companies seeking international cooperation to expand their brands to other countries in a new market. The integration of the other language abilities shows the importance of speaking. Speaking to others can improve a learner's vocabulary, grammar, and writing abilities. Students can chat, analyze, and demonstrate how different forms of language might be used to convey their thoughts, feelings, and stories. Speaking is essential outside of the classroom. Therefore, various businesses and organizations are more likely to hire language speakers. Also, fluency in English helps local and national students acquire and develop new skills and knowledge in daily life when traveling or participating in study and learning any new knowledge from abroad. [Bueno, Madrid, & McLaren \(2006\)](#) clarified that in language learning, foreign language learners are faced with Speaking - the most difficult skill in English. Although learners have put much effort and time into learning English, they cannot create a fluent spoken conversation. Learning English speaking skills aims to communicate effectively in different situations ([Fauziati, 2010](#)). Many universities in Vietnam have been and will promote reform of educational programs to help students improve their learning quality, especially to help graduates apply their acquired knowledge to live and work professionally. At the same time, students' ability to communicate in English is a big problem for all universities, notwithstanding the Dong Nai University of Technology. It is because speaking skill is considered the most difficult of all skills in English as it requires good psychological and linguistic skills of learners for students to be able to speak English well ([Al Hosni, 2014](#); [Riyaz & Mullick, 2016](#)). [Yang \(1999\)](#) states that appropriate English learning activities will help students take responsibility for their learning and succeed in using English.

Researchers have focused on this difficulty for a long time, and in recent years, conscious behaviors or steps that help learners receive, store, remember, and create new information are learning strategies ([Oxford, 2011](#)). It can be said that a learning skill or strategy is a student's approach to knowledge to achieve academic success. There are various skills in absorbing, remembering, and processing information to help non-English-majored students maximize their learning ability. It is true, according to the research of [Oxford \(2011\)](#), [Oxford et al. \(1995\)](#), and [Nunan \(2010\)](#), learners tend to use appropriate learning strategies leading to success that will help learners achieve success and highest achievement compared to other learners at different stages. In other words, a good study strategy will help learners gain more chances of success leading to career advancement and life satisfaction. In this article, [Boonkit \(2010\)](#) researched the variables influencing the growth of learners' speaking abilities. The findings indicated that a useful tactic to lessen speakers' nervousness is the employment of appropriate speaking-skill-building exercises. The findings also showed that the freedom of topic selection encouraged participants to feel at ease, encouraged them to speak English, and boosted EFL learners' speaking confidence.

Furthermore, many studies have proven that learners should maintain English speaking practice time every day or create opportunities to use communication strategies with native speakers as well as cultural exchanges to improve their ability to improve their English speaking skills ([Riyaz and Mullick \(2016\)](#)). In detail, learners need to practice speaking skills every day for a certain amount of time, such as talking with friends, interacting with online communities using audio and text messages; listening to music, watching TV; reading stories, and traveling abroad, ... will help them improve their speaking skills and achieve their communication goals. Furthermore, the above studies have investigated the use of English speaking strategies by non-specialists, which rationalizes the existence of this study, demonstrating that the study was born to answer the research questions adequately saved.

Specifically, in Vietnamese education, Dong Nai University of Technology is a private higher education institution directly under the People's Committee of Bien Hoa city, Dong Nai province, and under the Ministry of Education and Training management. It is an educational institution with 16 undergraduate majors and provides specific training courses for faculty and students to improve professional qualifications and scientific research. The university particularly values international cooperation activities, so in the past time, the university has established the Department of Scientific Research and International Cooperation to connect and expand this activity for exchange academically,

exchange lecturers and students, learn from experiences in training and scientific research, and look forward to linking activities with training programs in the coming time. Digital transformation is becoming an inevitable trend worldwide, an important solution to bring Vietnam to be fast and sustainable development. In particular, education is an area that is being encouraged and prioritized by the Vietnamese Government to promote digital transformation. Although there are many challenges to overcome in the implementation process, it will bring many benefits to university administration, institutions and society. With the determination to promote digital transformation in the education industry, Dong Nai University of Technology has formed a strategy to become a digital university, which inevitably requires students with many skills to become successful professionals and real learning; to help the country. Therefore, the school signed a human resource training contract with Bulacan National University - the Philippines on October 09, 2011, with the content: Exchanging training management experiences between the two sides, exchanging academic documents, consulting training programs, and assisting in sourcing equipment for training between the two sides for several specialties such as nursing, information technology, environmental engineering, food technology, electronic. In addition, implement the exchange of lecturers and students between the two schools to exchange experiences, improve learning capacity and teaching skills, and enhance the ability to use foreign languages. Furthermore, Bulacan National University - Philippines supports the training and retraining of managers at master's and doctoral levels for managers of Dong Nai University of Technology by the standards of the master's and doctoral degree programs Bulacan's Ph.D.

Students of the Dong Nai University of Technology have achieved many good achievements in academic and research activities. The first prize in the Vietnam Innovator Competition with Intel Galileo in 2016 went to Dong Nai University of Technology. The Dong Nai University of Technology was honored to be issued an accreditation certificate by the Hanoi National University Accreditation Center with a satisfactory rate of 83.6% in 2018. June 30, 2018; at the same time, this student won the silver prize at the 5th International Rice Oil Conference held in Hanoi. In addition, Dong Nai Technology University was honored to win many high prizes in the Scientific Innovation of Dong Nai province. Moreover, Dong Nai Technology University was ranked in the top 100 best universities to study in Vietnam in 2017 through the assessment of the above indicators into four main achievement groups: resources, academic quality, and training environment to create schools with a community impact index on Webometrics. By 2030, Dong Nai University of Technology will become an advanced applied university in and out of the region; with a modern educational environment, learners can compete and adapt to the global economy.

The school's strategic goal is to build a modern management system and complete the necessary conditions to train quality human resources to meet the requirements of businesses and society in the digital technology era, contributing to the development of human resources. Socio-economic development of the country and region; building the university to become a prestigious applied university in the top 20 non-public universities and top 100 universities in the neighboring countries. With the mission of training quality human resources based on technology and experience, applied research, and knowledge transfer to meet social needs, international integration, and sustainable development.

In other words, Dong Nai University of Technology is a university of application, training quality human resources, and meeting the needs of socio-economic development and international integration, so English plays an essential role in helping students integrate. However, learning the speaking skills of students, especially non-specialized students, still faces many difficulties because learning English requires learners to connect with the principles of the active learning method suitable for participating in extracurricular activities to meet their diverse needs. Therefore, to maximize students' English speaking ability, the problem in teaching is to develop effective speaking strategies for non-specialized students. Considering this issue, this study investigated the strategic use of English by second-year non-major learners at the Dong Nai University of Technology. It is hoped that the study's results will contribute to the improvement of English speaking skills of non-specialized students at universities in Vietnam and the world.

Research Objectives

Students of the Dong Nai University of Technology, especially non-English majors, face various challenges when developing their speaking skills, such as limited vocabulary and sentence structure,

not recognizing English sounds, lack of confidence in communication, thinking in Vietnamese, and then translating into English. Not only that, students nowadays would be the future-the generation that absorbs and changes with the times the most in any era. This young generation knows how to refresh and hone their abilities in language learning. However, in a country where English is not the national language, like Vietnam, difficulties in learning foreign languages are inevitable.

Some main limitations are serious to students' learning. The first is the lack of vocabulary and weak grammar. Although it is not a national language, it must be admitted that the Latin alphabet available in Vietnam creates both advantages and disadvantages in learning English compared to countries using hieroglyphs. However, the sentence structure and limited vocabulary make many students difficult to learn English. Just remove the prejudice against learning English for people who have lost their roots; students will do everything. [Mahripah \(2014\)](#) asserts that phonology, syntax, vocabulary, semantics, and psychological elements like motivation and personality impact EFL learners' speaking ability. For EFL learners, learning phonology is a challenging element of language learning. English is not a phonetic language, as is well known. EFL students should be familiar with words and sentences. They should understand how words are broken up into various sounds and how sentences are stressed out in particular ways. To [Latha \(2012\)](#), the accurate application and understanding of the English language's grammatical structure can help speakers become more fluent. Due to their familiarity with the language, native speakers may express themselves freely. When conveying certain ideas, they attempt to find other means of doing so. They may make some syntactical errors, but these errors do not alter the content of the sentences they intend to express, and this does not seriously impair the listeners' ability to understand them.

That is, English words' pronunciations do not correspond to their spellings. Because of their surrounding circumstances, such as tenses and phonemes that occur after them, words with similar spellings may occasionally be pronounced differently. For non-native English speakers, this can lead to many issues, and occasionally they have trouble forming English words. The next difficulty in learning English is limited listening skills. The structure of English includes vowels, consonants, stress, and intonation; most students often forget how to stress English sounds and speak without intonation. It greatly hinders communication. Since then, when you hear a native speaker pronounce it, you cannot recognize it because you normally remember that word differently.

Furthermore, vice versa, when you express yourself, native speakers also do not understand what you are trying to say. Low self-esteem in communication is also difficult when learning to communicate in English. Finally, psychology is a big barrier, directly affecting improving English communication.

People who are often afraid of saying the wrong thing and writing many mistakes will be afraid to communicate in English, which can only be overcome if you want to fix it. Be more open and positive in psychology; think about learning because when communication becomes an obsession, learning English well will become even more distant. The most common mistake that every student makes is switching from English to Vietnamese in their thinking. It makes it difficult to learn English when communicating and writing articles because it forms a bad habit that makes you unable to reflect on English well. Students should practice listening and associating images instead of translating them into Vietnamese to react quickly and not take much time to think. Of course, this is the common practice of Vietnamese students when conquering the journey of mastering English. However, usually, the difficulties encountered by Vietnamese students when learning foreign languages are arranged in stages of popularity. Some do not have clear purposes when studying English; their study is just because the school program has that subject and applies the output standards. You often only learn foreign languages to cope with exams or follow your parents' dreams to get a certificate and then "pay the teacher" after a while of not touching it. Therefore, it is not difficult to understand when many students learn English from the first year, but their skills still stand.

Entering a sophomore year, English is difficult to learn because you already have a serious illness – laziness, the disease of lack of patience. That is the consequence of studying without a purpose in the first year, not creating excitement right from the start to learn English, and then when the level of vocabulary increases, the grammar becomes more difficult, leading to boredom, and quitting. Moreover, many of you encounter learning without the right method because there are more than 10 million results within 0.61 seconds of searching for "how to learn a foreign language." Another difficulty is that

there is no communication environment, shyness to communicate, lack of confidence, and unsuccessful because of chasing new things.

According to the survey results, many people start to learn English from primary school, but by the time they go to university, their vocabulary and sentence structure are still relatively small because the way they learn to take notes many times is still common and effective for memorization and communication. This problem can be improved if you learn vocabulary by enhancing communication, imagining communication situations to form natural reflexes in a real communication situation, or integrating learning into everyday life. That is the main reason why researchers are interested in the effectiveness of applying direct speaking strategies when learning foreign languages and speaking skills when practicing communication. That is also a great concern of other English teachers at Dong Nai Technology University.

Therefore, a study on the perception of non-English major students towards direct speaking strategies is quite necessary at this university. The main reason is that English learning today needs to have a relationship between the concepts of integrated learning methods and the model of participating in extracurricular activities to meet the different needs of students. Therefore, the difficulty in the teaching process is to develop effective speaking strategies for non-specialists to maximize the students' English speaking ability. Faced with this problem, researchers at the Dong Nai University of Technology, Vietnam, decided to investigate the use of English speaking skills by non-specialized students.

Literature review

Speaking skill

According to Oxford Advanced Learners' Dictionary, the verb "speak" is using voice to talk with somebody about something or to have a conversation with somebody. Speaking characteristics involve linguistic, sociolinguistic, and pragmatic knowledge; it is interactive; it necessitates the capability to cooperate in the management of speaking turns; it occurs at the moment with limited opportunity for preparation, and it demands the capacity to marshal a store of memorized lexical chunks.

Speaking is defined in the Webster New World Dictionary as saying things aloud, communicating through talking, expressing an opinion, and giving a speech. Speaking was described as an interactive process of meaning-making by [Brown \(1994\)](#) and [Burns and Joyce \(1997\)](#) that comprises producing, receiving, and processing information. [Bygate \(1987\)](#) defined speaking as producing auditory signals that cause listeners to respond verbally in various ways. It is thought to combine sounds to create meaningful phrases systematically. Speaking has been described as a two-way activity, including the genuine transmission of ideas, facts, or emotions.

According to this top-down perspective, spoken texts represent the collaboration between two or more people throughout shared time and shared information. In different situations, people will communicate with each other by sharing ideas through speech or non-verbal language, defined as "speaking" ([Chaney \(1998\)](#)). According to [Eckard and Kearny \(1981\)](#), [Florez \(1999\)](#), [Howarth \(2001\)](#), and [Abd El Fattah Torky \(2006\)](#), speaking is considered a two-way information interaction, including one-way expressing opinions, information, beliefs, or feelings; the other dimension reflects ideas on different topics.

Furthermore, [Lai-Mei Leong & Seyedeh Masoumeh Ahmadi \(2017\)](#) have also mentioned the term "speaking" in language learning. People ideas, knowledge, or information to others through speaking. Speaking is a linguistic ability that is widely acknowledged as necessary for all individuals around the globe ([Kaniadewi, Sundayana, and Purnawarman, 2017](#)). Thus, speaking is making utterances and producing meaningful sentences in that language appropriate to social contexts. People vitally need this ability to interact with others. Therefore, it is concluded that speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. In other words, speaking is the delivery of language through the mouth. When speaking, people create sounds using different body parts, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips.

Learning speaking skill

According to [Richards and Rodgers \(2001\)](#), the speaking ability was neglected in classes using traditional approaches in favor of reading and writing proficiency. For instance, speaking and listening abilities were not given much weight in The Grammar-Translation technique, whereas reading and

writing skills were. However, speaking is the most crucial and essential language skill for effective communication, according to [Ur \(2000\)](#), among the four skills of listening, speaking, reading, and writing.

Furthermore, [Ambrose et al. \(2010\)](#) proved that changing learners' knowledge, attitude, or behavior to improve the learning efficiency of future targets is defined by the term "learning." Therefore, learning speaking skills in English can be considered as the process of using human knowledge, attitudes, or behaviors to communicate and interact with other people in daily life to succeed in communication in the present and the future through sharing ideas verbally or non-verbally. To conclude, as mentioned above, learning speaking skills in English is defined as changing learners' attitudes or manners to achieve successful goals in learning.

Language learning strategy

Learning techniques are actions that students take to improve their learning. By actively utilizing language learning tools, students can take charge of their education by improving their language abilities, self-assurance, and drive. The often-conscious actions used by language learners to improve the acquisition, storage, retention, recall, and use of new information are referred to as language learning strategies by [Oxford \(1989\)](#). According to Cambridge Dictionary, a strategy, a blueprint, or planning skill helps learners succeed in specific situations. In other words, the definition of "strategy" means a well-prepared planning skill to support students' success.

Another definition from Greek is that strategy is understood as an overall plan to achieve long-term goals with certainty through specific ways. In other words, learners gain good results if they have their learning strategies. In summary, a language learning strategy is viewed as a detailed step-by-step plan devised and consciously acted upon by language learners, improving learners' proficiency and confidence in learning a certain language. To be concluded, learners can enhance their learning by using learning strategies. Furthermore, through learning strategies, students can take charge of their education by developing their language abilities, increasing their enthusiasm to learn, and boosting their self-assurance.

Speaking strategy

The term "speaking" has been defined in a wide variety of ways by language acquisition experts as followings:

Learning a second language requires much speaking. Unfortunately, speaking has been undervalued in schools and colleges despite its significance for various reasons, including the focus on grammar and unfavorable teacher-student ratios. Moreover, speaking has not been tested since it is difficult to evaluate objectively because speaking exams take a long time to complete ([Clifford, 1987](#)).

According to [Richards \(1990\)](#), many English as a Foreign Language or English as a Second Language students chooses to master English speaking skills. Language learners occasionally gauge their language learning progress based on improved spoken language skills. Teachers and textbooks either employ direct methods that focus on specific components of oral contact, such as turn-taking and topic management, or indirect methods that create opportunities for oral engagement through group work, task work, and other techniques. Speaking is a skill that both first- and second-language learners should focus on developing. [Nunan \(1995\)](#) stated that the most crucial part of learning a second or foreign language is developing speaking abilities, which is determined by one's capacity to carry on a conversation in that language. [Ur \(1996\)](#) revealed that speaking is the most crucial of the four language skills since people who acquire a language are known as speakers. The primary goal of teaching English is to provide students with the skills necessary to communicate successfully in English ([Davies & Pearse, 2000](#)). However, it appears that language learners lack the necessary expertise in this area because they cannot speak clearly and effectively.

Human communication is a difficult process, according to [Prieto \(2007\)](#). People require communication in order to express themselves and share information. Speakers use language to tell them about a situation when communicating with someone. First, speakers use language to achieve their objectives; then, it is aimed at speakers. For efficient communication, both presenters and listeners

should be present simultaneously. Speaking is one of the four language skills, along with reading, writing, and listening. It is known as a fruitful skill. According to Chaney's research in 1998, speaking is defined as the process of creating and exchanging meaning in various circumstances using verbal and nonverbal signals. [Varela \(1999\)](#), in turn, carried out a study that looked into how strategy training affected the oral presentation skills of 41 English language learners in the USA. Improvement in oral performance and greater dependence on techniques were the results of the intervention that focused on the strategies of grouping, selective attention, cooperation, self-talk, note-taking, and self-assessment. A link between the experimental group's employment of techniques and achievement was also beneficial. According to [Faucette's \(2001\)](#) definition, communication strategies are "how a particular speaker manages to fill in this gap between what she desires to say and her instantly available language resources."

Based on [Pawlak's \(2015\)](#) research, for most learners, it is the ability to engage in successful oral communication that motivates them to study a specific foreign language, whether this success is characterized as gaining native-like competence or merely getting messages across. In conclusion, the majority of speaking strategy research to date has concentrated on communication strategies that have been systematically researched, as can be seen from the overview above, even though they have lost favor with scholars in recent years.

Language learning strategy classification

The differentiation between strategies used for diverse goals, such as communicating, performing in the language, retrieving information, and the activities of speaking, listening, reading, and writing, to mention a few, have resulted from strategy research. [Rubin's \(1981\)](#) investigation explored strategies such as clarify/verify, conjecture/inductive, infer, practice, memorize, and follow. The above results show that these strategies may lead to numerous successes. [O'Malley and Chamot \(1990\)](#) split language strategy into three dimensions: metacognitive, cognitive, and socio-emotional. According to the research cited above, [O'Malley & Chamot \(1990\)](#), [Oxford \(1990\)](#), [Rubin \(1981\)](#), and [Tudor \(1996\)](#) all contributed to the creation and development of various taxonomies.

[Oxford \(1990\)](#) developed a classification system that divides strategies into direct and indirect strategies, with direct strategies being those that are "directly related to the target language" and indirect strategies being those that "provide indirect support for language learning through focus, planning, assessment, pricing, opportunity seeking, anxiety management, increased cooperation and empathy, and other means."

Mnemonic, cognitive, and compensatory strategies are direct, whereas metacognitive, emotional, and social strategies are indirect. According to [Tudor \(1996\)](#), one strategy that has gotten much attention is training learners, which is assisting learners in deepening their understanding of language learning and acquiring the knowledge and skills they need to pursue their learning goals in an informed and spontaneous manner orientation. Therefore, language teachers are interested in learner training since it may be used in various settings and contexts while communicating in various situations.

Cohen claims that language strategies are separated into two categories: language use and learning strategies. These two groups of strategies combine to generate steps or acts actively chosen by the learner to increase learning, use, or both. A considerable rise in the use of techniques by students, as well as an improvement in their language competency, has been observed in studies from several nations (see [Chen 2007](#); [Issitt 2008](#); [Méndez & Marn 2007](#)) of various categories. To classify, the researcher shows that numerous researchers have mentioned and classified language learning strategies as follows:

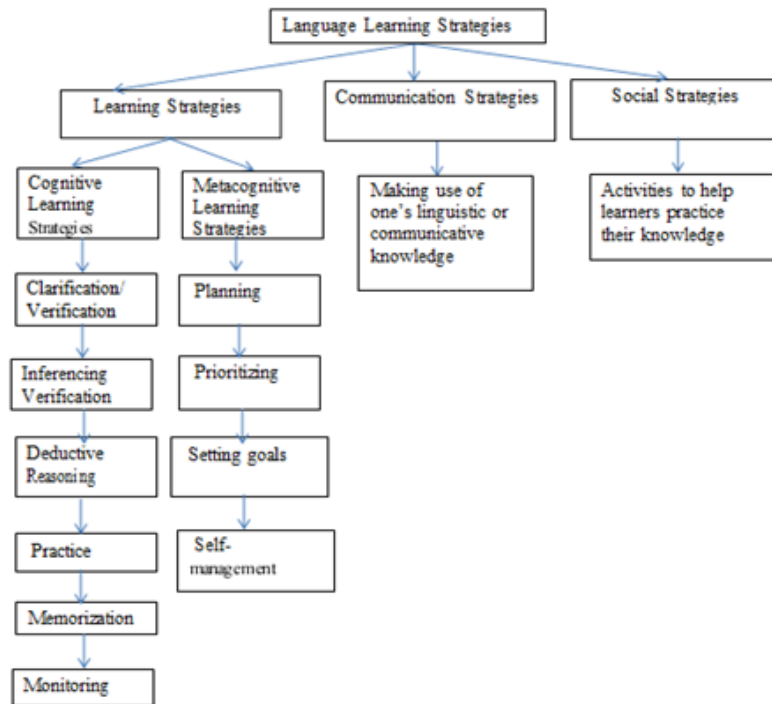


Figure 1. Rubin (1987)'s Classification of Language Learning Strategies.

As illustrated in figure 1 above, according to [Wenden and Rubin \(1987\)](#), learners apply three methods to learn a language directly or indirectly to achieve their goals: Learning Strategies, Communication Strategies, and Social Strategies. First, research shows that learning strategies are divided into two main categories, including cognitive and metacognitive learning strategies that develop learners' language systems. Rubin suggests that six learning strategies help learners develop: Clarifying/Verifying, Guessing/Inductive Reference, Deductive Reasoning, Practice, Memorization, and Monitoring. Second, the author mentions communication strategies which is the process of communicating through conversation and understanding the meaning or clarifying what the speaker is saying. To keep a conversation going, this strategy uses a person's knowledge of language or communication to operate it. Third, the author emphasizes social strategies consisting of activities that help learners practice their knowledge.

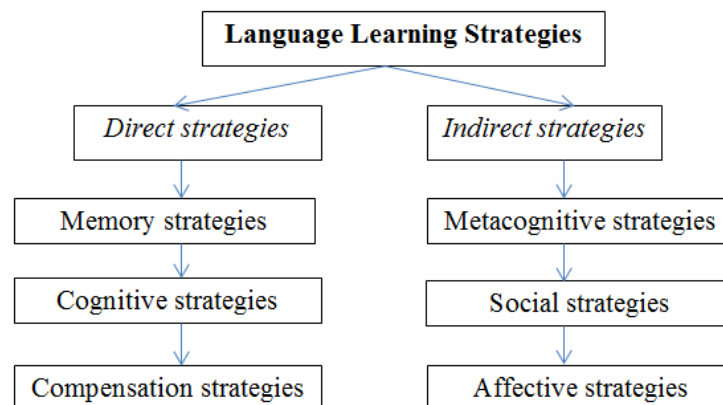


Figure 2. Oxford (1990)'s Classification of Language Learning Strategies

[Oxford \(1990\)](#) found two language learning strategies, as shown in Figure 2, including direct strategies (memory strategies, cognitive strategies, compensation strategies) and indirect strategies (metacognitive strategies, social strategies, affective strategies).

Table 1. Oxford's (1990)'s Indirect strategies

Strategies Group's Names		Specific Strategies
	Centering language	<ol style="list-style-type: none"> 1. Overviewing and linking with already known material 2. Paying attention
Meta-cognitive	Arranging and planning to learn	<ol style="list-style-type: none"> 1. Finding out about language learning 2. Organizing 3. Setting goals and objectives 4. Identifying the purpose of a language task (purposeful listening/reading/writing) 5. Planning for a language task 6. Seeking practice opportunities
	Evaluating learning	<ol style="list-style-type: none"> 1. Self-monitoring 2. Self-evaluating
	Lowering anxiety	<ol style="list-style-type: none"> 1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter
Affective	Self-encouraging	<ol style="list-style-type: none"> 1. Making positive statements 2. Taking risks wisely 3. Self-rewarding
	Taking emotional temperature	<ol style="list-style-type: none"> 1. Listening to body 2. Using a checklist 3. Writing a language learning diary 4. Discussing feelings with someone else
	Asking questions	Asking for clarification or correction
Social	Cooperating with others	<ol style="list-style-type: none"> 1. Cooperating with peers 2. Cooperating with proficient users of the new language
	Empathizing with others	<ol style="list-style-type: none"> 1. Developing cultural understanding 2. Becoming aware of others' thoughts and feelings

Looking back at Direct Strategies, the researcher mentions mnemonic strategies that learners can store and retrieve new information. Another is a cognitive strategy in which learners understand and create a new language in various ways. Then, compensatory strategies reveal that learners who do not have enough knowledge still use language to communicate well in English.

As can be seen from the table, indirect strategies consist of three strategies such as metacognitive strategies in that learners are provided with an adequate way to coordinate their learning process; social strategies in that learners have the opportunity to interact with others; and affective strategies in which learners are supported to regulate their emotions, motives, and attitudes. [Stern \(1992\)](#) reported about five groups of Classifications of Language Learning Strategies, as the following table is shown:

Table 2. Oxford's (1990)'s Indirect strategies

Strategies Group's Names	Description of Strategies
Management and Planning Strategies	<ol style="list-style-type: none"> 1. Are connected with the learners' purposes to control their learning. 2. Learner should: <ol style="list-style-type: none"> a. Decide what dedications to make to

Strategies Group's Names	Description of Strategies
	language learning, b. Set reasonable objectives, c. Decide on a suitable methodology, select proper resources, monitor progress, Evaluate success based on previously determined objectives and expectations.
Cognitive Strategies	Refer to procedures and activities to improve learners' ability, including specific strategies: Clarification / Verification, Guessing/ Inductive Inferencing, Deductive, Reasoning, Practice, Memorization, and Monitoring.
Communicative - Experiential Strategies	involve the use of verbal or nonverbal instruments to maintain the conversation.
Interpersonal Strategies	monitor the learners' development and evaluate their performance by communicating with native speakers and cooperating with them. Require learners to get familiar with the culture of the target language.
Affective Strategies	require learners to be flexible in using different emotional strategies.

The above researchers have language learning strategies that relate directly to students based on each characteristic. Instead of creating three strategies like [Rubin \(1987\)](#), [Oxford \(1990\)](#) categorized them into two types of strategies. A couple of years later, Stern (1992) put all of them into five categories with each own explanation. In conclusion, in terms of direct strategy, these researchers have mentioned direct strategies. [Rubin \(1987\)](#), [Stern \(1992\)](#), and [Oxford \(1990\)](#) research shared the same strategies, like metacognitive strategies, that learners are provided with an adequate way to coordinate their learning process to achieve their goals in learning. Refer to another site, [Stern's \(1992\)](#) and [Rubin's \(1987\)](#) research, which provide some keywords relating to direct strategy.

Direct speaking strategies

[Scarcella & Oxford \(1992\)](#) revealed that learning strategies are "particular acts, behaviors, procedures, or techniques employed by students to promote their learning, such as seeking out discussion partners or encouraging themselves to take on a challenging language task." A suitable toolkit for active, deliberate, and intentional self-regulation of learning is created when the learner actively selects tactics that fit his or her preferred learning style and the specific L2 task at hand. Cognitive, metacognitive, memory-related, compensatory, affective, and social learning techniques can be divided into these six categories.

Table 3. Oxford's (1990)'s Direct Strategies

Strategies Group's Names	Specific Strategies		
Memory	Creating mental linkages	Grouping,	associating, placing new words.
	Applying images and sound	Semantic mapping,	using memory, using keywords.
	Reviewing well	Structured reviewing.	
	Employing action	Using mechanical techniques.	
Cognitive	Practicing	Repeating, formally practicing.	Formally practicing with sounds and writing systems Recognizing and using formulas and patterns. Recombining Practicing naturalistically

Strategies Group's Names	Specific Strategies	
Compensation	Receiving and sending messages	Using resources for receiving and sending messages
	Analyzing and reasoning	Reasoning deductively Translating Transferring
	Creating structure for input and output	Taking notes Summarizing Highlighting
	Overcoming limitations in speaking and writing	Selecting the topic Adjusting or approximating the message Coining words Using a circumlocution or synonym

Language learning strategies for speaking skill

[Mistar, Zuhairi & Umamah \(2014\)](#) classified eleven speaking strategy categories:

1. Cognitive Interaction Maintenance Strategies: linking new information with existing ones, then analyzing and classifying knowledge
2. Self-Improvement Strategies: improving learners' by their interesting actions
3. Self-Evaluation Strategies: exploring and evaluating learners' professional works
4. Fluency-Oriented Strategies: providing opportunities for learners to speak the same contents orally several times
5. Metacognitive Planning Strategies: organizing, focusing, and evaluating learners' learning.
6. Time Gaining Strategies: using fillers or hesitation devices to fill pauses and to gain time to think
7. Resources-Based strategies: providing the foundation to develop learners' performance over time
8. Compensatory Strategies: solving learners' lack ness of knowledge
9. Interpersonal Strategies: using learners' behaviors and tactics to interact with others effectively
10. Affective Strategies: handling learners' emotions or attitudes
11. Memory Strategies: storing information in learners' memory

After determining the use of language learning strategies for non-majored learners, the author will then explore their attitudes towards using the Direct speaking strategies proposed by [Oxford \(1990\)](#), which can be applied to learners to assist their learning.

Direct speaking strategies

Up to now, the researcher has not found any feasible theories for this topic. Instead, the researcher only found the relevant content about plain speaking and speaking strategy. Therefore, to build this study, according to the researcher's subjectivity, we suggest using these Direct speaking strategies to suit the Dong Nai University of Technology environment because they suit non-majored students when applying speaking skills. These include the following strategies as grouping, associating, and placing new words; Semantic mapping, using memory, using keywords, Structured reviewing, Using mechanical techniques, Repeating, formally practicing, Recognizing and using formulas and patterns, and Formally practicing with sounds and writing systems, Practicing naturalistically; Using resources for receiving and sending messages, reasoning deductively, Translating, Transferring, Taking notes, Summarizing, Selecting the topic, Adjusting or approximating the message, Coining words, Using a circumlocution or synonym

Language learning strategies for non-majored learners

According to [Oxford \(1990\)](#)'s strategies in learning speaking for non-majored learners, learners must first recognize and use patterns from sample sentences or speeches when delivering speaking or any presentations. Secondly, learners are responsible for memorizing vocabulary and pronunciation rules by reviewing the structure of guided speeches and using mechanical techniques such as taking notes and marking to memorize keywords. Finally, for non-majored learners, strategies for memorizing personal vocabulary, such as "putting new words into context" and "using keywords," are frequently

used. Thirdly, speaking skill is to present personal opinions on a certain communication topic, so learners must arrange ideas logically before presenting. Fourthly, learners must pay attention to their own learning goals.

Moreover, when presenting, it is necessary to pay attention to the audience, and at the same time, they must be aware of the audience's thoughts and feelings for the speech or communication to perform successfully. Fifthly, to ensure a successful conversation: learners need to be more active in communication. Sixthly, speaking skill requires learners to have a wide range of vocabulary and confidence and practice it a lot. Finally, speaking learners can "use resources to receive and send messages," such as dictionaries or model speeches, to practice their speaking skills.

An important feature of speaking skills is accuracy. Speakers need to use correct vocabulary, grammar, and semantics; this requires the speaker to "pay attention," "self-monitor," and "self-assessment" the content as well as speaking skills. Before speaking, learners must come up with ideas for the talk and outline the content based on their point of view. The purpose of the talk: presenting a point of view or persuading the audience requires the speaker to use logical ideas and concrete examples "written" and "organized" to support the point of the talk to create high efficiency. Practicing speaking skills can cause interruption due to a lack of motivation and self-management skills, so the speaker needs to "arrange" the talk's content carefully. To avoid stumbling or being scared when presenting, learners must be aware of their emotional state through "Anxiety reduction" and "Self-encouragement" strategies. Lastly, elaboration requires the speaker to "request corrections" and "cooperate with other learners" to achieve speaking skills.

Previous studies on language learning strategies in speaking skill

After presenting a wide range of strategies for learning English speaking skills for non-majored learners, some related research should also be discussed in this section so that non-English-majored students can have an overview of the current research on this topic. As discussed in the previous program, this study posed two specific research questions. In the last few decades, scholars have done much research on English learning strategies in general and skills in particular; here are a few typical authors for related topics:

1. [Oxford \(1990\)](#): established the Strategy Inventory for Language Learning (SILL) by creating a questionnaire to evaluate learners' foreign language learning strategies. What is the definition of the term "SILL"? It is defined as a tool that both students and teachers may use to evaluate the unique language learning techniques the student uses when learning a foreign language. As a result, this equipment may help educators and learners in teaching and learning.
2. Using criterion variables such as gender, proficiency, dynamism, personality, and language aptitude to predict appropriate learning strategies. It means that these variables will be a scale that helps learners accurately diagnose effective learning strategies that will help them achieve success in the academic field ([Oxford & Ehrman \(1995\)](#) & [Huda \(1998\)](#)).
3. [Mistar \(2011a\)](#), [Thomson & Rubin \(1996\)](#): proposed factors predicting learners' success through learning strategies. It leads to better results if students choose the right learning strategies with much effort.
4. Oxford's SILL: has become an important tool for researchers who use theories of learning strategies for speaking English.

It can be seen from [Umamah \(2008\)](#) that high-level learners tend to choose social strategies more than students with lower speaking skills. Research by [Cabaysa and Baetiong \(2010\)](#): metacognitive, social, affective, and compensatory strategies in speaking class are preferred by Filipino students to other strategies. Topics and teachers' teaching techniques greatly influence learners' choice of learning strategies. [Wahyuni \(2013\)](#) showed the opposite results from the above studies. The author mentioned the influence of gender on effective strategies. Many other studies in the same field: apply communication strategies as a theoretical basis for the research paper.

[Moriam \(2005\)](#) stated that this study was conducted on Japanese and Bangladeshi university students. It is inferred from the results that Bangladeshi students adopted more cognitive and interpersonal strategies than Japanese ones. The author also reported that gender did not affect the choice of strategies for learning English speaking skills. However, the percentage of Japanese women

using cognitive strategies is higher than that of men. Nakatani (2006) proved that the relationship between English proficiency and communication strategies among EFL learners in Japan was studied. Results: Fluency and negotiation were more widely used by advanced learners than intermediate learners. Khan (2010) researched Spanish university students in the same field. Results: Level has little effect on the choice of speaking strategies since the task characteristics of Spanish university students determine the strategies used in learning. Finally, Monjezi (2014) showed a study on the proficiency of compliments and responding to compliments on Iranian language learners. As a result, voice is strongly influenced by gender and the level of learners. Considering the purposes, samples, methods, and other aspects of previous studies, the author of this research will synthesize the theoretical background and add theories to the research paper to help non-majored learners find suitable strategies to learn speaking skills more effectively.

Rubin (1987), Oxford (1990), and Stern (1990) compiled and reviewed previous documents. Rubin created a taxonomy to outline ways to assist university students with their English language skills. Stern has also created a set of five language techniques for evaluating the methods of language learners. Finally, Oxford has rewritten his comprehensive taxonomy with twenty precise techniques to analyze whether pupils have employed language strategies that belong to the direct or indirect group after gathering the last data, consulting with lexical specialists, and testing.

The author of this study investigated and discovered the characteristics of learners who should use Direct Speaking Strategies (Oxford, 1990) to give a conceptual framework for examining three basic language methods and 20 particular strategies. As seen in the literature review, each major category was further categorized into particular strategies. After assessing if non-expert English students employ direct tactics, the author will investigate why learners use the strategies listed in this study questionnaire frequently or infrequently. The study was carried out by relying on the theoretical framework as follows:

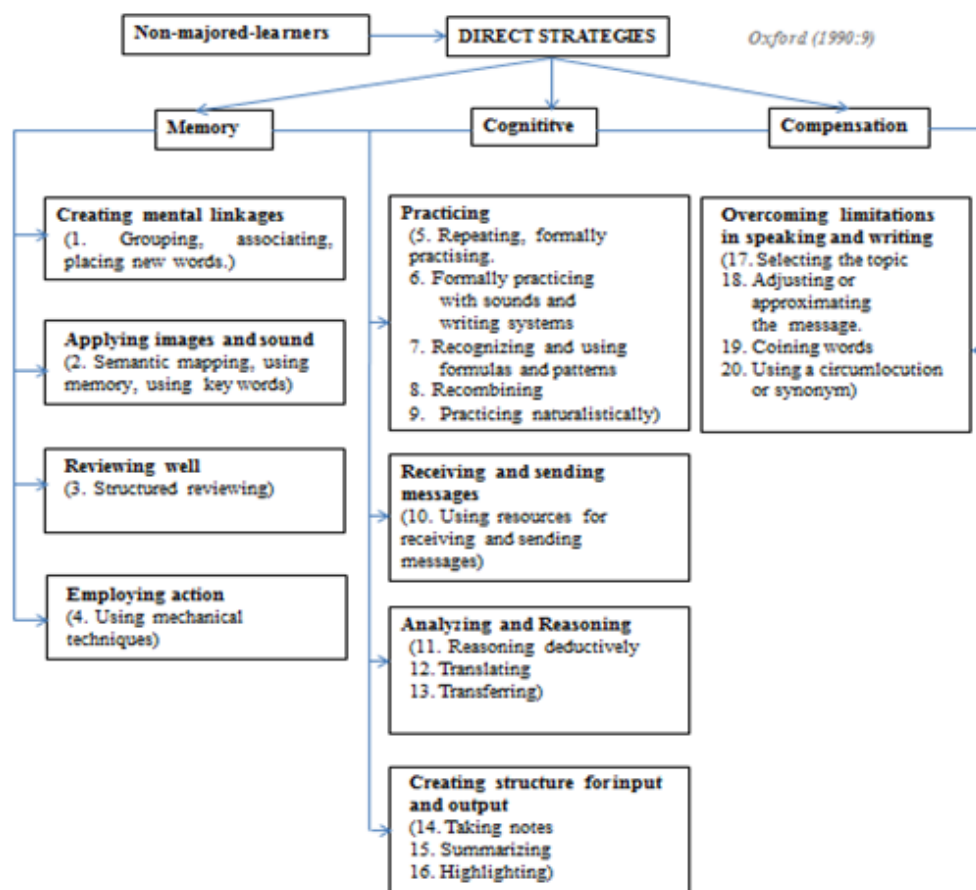


Figure 3. Conceptual framework of the study

The objective of the present study is to investigate whether the frequency of using direct speaking strategies for foreign language learning activities on English speaking skills improves the ability of non-English major students at the University of Technology. Dong Nai or not and explore non-English major students' perception of the importance of foreign language learning activities with the application of direct speaking strategies through English speaking skills. Besides, the conceptual framework of this study is described based on previous studies by [Oxford \(1990\)](#) and some recent researchers in this issue.

METHODS

A mixed-method design: Explanatory sequential design

As part of this study, a mixed methods design will enable the researcher to collect quantitative and qualitative data to answer the research questions through research tools, including questionnaires and partial interviews. According to [Creswell \(2012\)](#), a mixed methods study improves understanding research challenges. Concerning quantitative data, this study was mainly based on student questionnaires.

In terms of quality, in the study, interviews with semi-structured questions for students were applied to survey the frequency of using direct speaking strategies when learning speaking skills and understanding that students' perceptions do not specialize in direct speaking strategies for English speaking skills. In summary, the study used mixed methods, including structured questionnaires and interviews, to obtain quantitative and qualitative data to test the frequency of direct speaking strategies for learning speaking skills and understanding the perception of non-specialist students' direct speaking strategies for English speaking skills.

Research Context

The research is conducted at Dong Nai Technology University for two reasons: The training program applied at the institution is approved by the Ministry of Education and Training and has many similarities with universities managed by the Ministry. In addition, the Faculty of Foreign Languages at Dong Nai Technology University emphasized and promoted activities to help non-majored learners communicate fluently upon graduation. General English for non-majored learners: General English course at Dong Nai Technology University includes 45 periods covering communication topics in daily life.

The non-majored learners must pass a mid-term Test after ten days of learning and take the final Speaking Test at the end of the course after 15 days. In addition, the non-majored learners receive constant feedback from their lecturers for their performances on different topics throughout the course. General English for non-majored learners has included eight courses. The researcher aims to choose the third course because these students are not fluent in English, especially in speaking skills; after the research, students may know more about speaking strategies and be confident to speak out. According to the theoretical framework, the researcher introduced and explained the strategies for the learners to understand before the survey to ensure that the learners could understand the survey contents.

Participants

The participants in this study were second-year non-English majors studying English as a compulsory foreign language. Although there are many English classes at Dong Nai Technology University, the researcher only selects students from seven classes that the researcher is directly teaching. That is why convenience sampling is used in research because it involves "a ready and willing group of people" ([Fink, 1995](#)). Therefore, it was easy for the researcher to reach the participants at their convenience. In addition, the researcher had taught those five classes during several months of the previous course, so those students were available for the survey and interview.

The samples were selected using the Simple Random Sampling technique, so the researcher selected 90 second-year students with at least two years of experience studying English at Dong Nai Technology University. Ninety selected students were asked to answer a questionnaire to collect data and statistics. In addition, ten students were randomly interviewed and shared their attitudes and views toward direct speaking strategies. The non-majored learners are from different majors: Accounting, Business Administration, Nursing, Engineering, and Automotive Technology.

RESULTS

Table 4. The frequencies of using direct speaking strategies of non-English-majored students

Statements	The percentages of responses				
	never (1)	seldom, (2)	sometimes, (3)	usually (4)	always (5)
ST1. Grouping, associating, placing new words.	0%	1.7%	11.7%	47.5%	14.2%
ST2. Semantic mapping, using memory, using keywords.	0.8%	0%	5.8%	48.3%	20%
ST3. Structured reviewing.	0%	0.8%	19.2%	42.5%	12.5%
ST4. Using mechanical techniques.	0%	0%	10.8%	43.3%	20.8%
ST5. Repeating, formally practicing.	0%	1.7%	12.5%	46.7%	14.2%
ST6. Recognizing and using formulas and patterns	0%	0.8%	19.2%	40%	15%
ST7. Recombining	0%	1.4%	29.2%	32.5%	9.2%
ST8. Formally practicing with sounds and writing systems	0%	1.7%	14.2%	47.5%	11.7%
ST9. Practicing naturalistically	0%	1.7%	10.8%	40.8%	21.7%
ST10. Using resources for receiving and sending messages	1.7%	5%	14.2%	42.5%	11.7%
ST11. Reasoning deductively	0%	1.7%	8.3%	48.3%	16.7%
ST12. Translating	0%	0.8%	13.3%	43.3%	17.5%
ST13. Transferring	0.8%	0.8%	10.8%	48.3%	14.2%
ST14. Taking notes	0.8%	3.3%	11.7%	45.8%	13.3%
ST15. Summarizing	0%	3.3%	9.2%	48.3%	14.2%
ST16. Selecting the topic	0.8%	5.8%	8.3%	44.2%	15.8%
ST17. Adjusting or approximating the message	0.8%	0.8%	13.3%	45.8%	14.2%
ST18. Coining words	0%	0.8%	10.8%	50%	13.3%
ST19. Using a circumlocution or synonym	0%	2.5%	15.8%	41.7%	15%
Total max. for 19 items	4.1%	34.6%	249.1%	847.3%	285.2%

Statistical results in Table 4.1 show that most students use direct English speaking strategies when learning speaking skills. As per percent above, students reported using the nineteen direct speaking strategies mentioned above frequently with 847.3%, and a small percentage (4.1%) did not use those strategies. Most prominently, according to the statistics table, the data shows that strategy 18 - Coining words are the most commonly used by students, accounting for 50%, while strategies 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 18, 19, there are no students who do not use it.

First, with strategy 1 - Grouping, associating, and placing new words, 47.5% of students use this strategy, and 14.2% of students always use this strategy. However, the number of students who use it occasionally accounts for 11.7%, students who rarely use it account for 1.7%, and there are no non-English-majored students who do not use this strategy when learning English speaking skills.

For strategy 2 - Semantic mapping, using memory, using keywords, the number of frequently used non-English-majored students account for a high percentage (48.3%), while 0.8% of students do not use this strategy when using this strategy to practice speaking English. On the other hand, 5.8% and 20% are the percentages of students who use it sometimes, and students always use this strategy when practicing speaking English.

As given the statistic table, there is no non-specialist student who does not use strategy 3 - Structured reviewing, 0.8% of students rarely use it, 19.2% of students use it occasionally, 42.5% of students often use it, and 12.5% of students always apply this strategy when communicating in English.

Data from Strategy 4 – Using mechanical techniques shows that 43.3% of non-English-majored students often use it when learning English speaking skills, 20.8% of students use it, 10.8% of students sometimes use it, and there is not a student who does not adopt this strategy.

Next, repeating, formally practicing – strategy five has shown that no student does not use this strategy, but based on data, 46.7% of non-English-majored students often use it; the highest percentage; the lowest percentage falls on the number of non-English-majored students (1.7%).

Following the above strategy is strategy 6 – Recognizing and using formulas and patterns; 40% of non-English-majored students use it, 19.2% of non-English-majored students use it occasionally, 15% of non-English-majored students always use this strategy, 0.8% non-English-majored students rarely use the above strategy. No student does not use this strategy.

Next, strategy 7 – Recombining indicates that 32.5% of non-English-majored students use this strategy when communicating in English, 29.2% of non-English-majored students apply it; 9.2% of non-English-majored students practice the above strategy, 1.4% of non-English-majored students rarely apply the strategy, and no student does not use this strategy.

Formally practicing with sounds and writing systems is strategy 8; it is reported that a fairly high percentage (47.5%). Non-English-majored students often use the strategy, followed by 14.2% of the number of non-English-majored students who sometimes use the above strategy; only 11.7% of non-English-majored students always use it; 1.7% of non-English-majored students rarely use the strategy, and there are no students who do not use this strategy.

According to statistics, strategy 9 - Practicing naturalistically has no students who do not use this strategy, while 40.8% of non-English-majored students use that strategy when speaking English with friends or family and teachers. Furthermore, 21.7% of non-English-majored students use it, 10.8% of 90 non-English-majored students sometimes use the above strategy, and only 1.7% of non-English-majored students rarely apply the above communication strategy.

How often through strategy statistics 10 – Using resources for receiving and sending messages has shown that 1.7% of non-English-majored students never use the strategy when learning English speaking skills, and 5% of non-English-majored students never use the strategy when learning English speaking skills. English-majored students rarely use it, 14.2% of non-English-majored students sometimes consider this strategy when speaking, 11.7% of students always use the stated strategy, and the majority of participating students speak all apply it, accounting for 42.5%.

According to the survey, no students do not use the 11- Reasoning deductively strategy, while 48.3% of non-English-majored students often use it. It can be seen that only 1.7% of non-English-majored students rarely use it, 8.3% of non-English-majored students use the strategy occasionally, and non-English-majored students always use the strategy using this strategy when learning English speaking skills, 16.7%.

With the 12 - Translating strategy, the number of non-English-majored students often using it accounts for the highest (43.3%), 17.5% of the number of non-English-majored students always use it. Checking how often the above strategy is applied, the table shows that 0.8% of non-English-majored students rarely use it, and 13.3% of non-English-majored students use it occasionally. Use this strategy when learning or communicating in English with people around you.

According to the survey data, there is an equal ratio between the percentage of rarely and not using the 13 - Transferring strategy when learning English speaking skills is 0.8%. The number of non-English-majored students who often use this strategy accounts for the highest (48.3%), while the level of always using and sometimes using it fluctuates between 14.2% and 10.8%.

As an illustrated table, it can be seen that the highest percentage after surveying non-English-majored students used strategy 14 – Taking notes is 45.8%, followed by 13.3% of always use the strategy of non-English-majored students, 11.7% of non-English-majored students sometimes use this strategy. On the other hand, only 3.3 percent of non-English-majored students rarely use this strategy, and only 0.8% of non-English-majored students never use the strategy when learning English speaking skills.

Comments on strategy 15 – Summarizing, all non-English-majored students use it when learning English speaking skills. Specifically, 3.3% of non-English-majored students rarely use the strategy, 9.2% of non-English-majored students use it occasionally, and 48.3% of non-English-majored students use it frequently when communicating, 14.2% of non-English-majored students always use the strategy outlined above.

There is no doubt about strategy 16 – Selecting the topic that 44.2% of non-English-majored students often use this strategy, 15.8% of non-English-majored students always use this strategy when learning speaking skills, 8.3% of the non-English-majored students sometimes apply the above strategy. On the other hand, 5.8% of the total non-English-majored students who participate in the survey rarely apply this strategy, and only 0.8% of non-English-majored students do not.

Strategy 17 - Adjusting or approximating the message shows that 45.8% of non-English-majored students use the above strategy, and 14.2% of non-English-majored students always apply the strategy to learn carefully. English speaking ability; 13.3% of the non-English-majored students surveyed said that they sometimes use this strategy, while the percentage of non-English-majored students who rarely and never use this strategy is equal at 0.8%.

Strategy 18 – In coining words, no student does not use the strategy, which has the highest percentage of all strategies surveyed; 0.8% of non-English-majored students never use it.

According to the survey statistics, strategy 19 – Using a circumlocution or synonym is also the final strategy that shows that all 90 non-English-majored students use this strategy, of which 41.7% are non-English-majored students often use strategies when participating in speaking skills. In addition, 15.8% of non-English-majored students sometimes use strategies, and 15% of non-English-majored students always use strategies. Only 2.5% of non-English-majored students rarely use this strategy to learn English speaking skills.

In conclusion, in a word, based on the table above, the statistical findings in Table 4.1 demonstrate that when acquiring speaking techniques, the majority of students employ direct English speaking strategies. According to the percentages above, 847.3 percent of students said they frequently used the 19 direct speaking techniques indicated above, and 4.1 percent said they did not. Furthermore, the statistics table shows that strategy 18 - coining words - is the one that students use the most frequently, with a usage rate of 50%, compared to strategies 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 18, and 19, which are all utilized by all students.

To thoroughly explore the use of direct speaking strategies on students' English speaking skills in the classroom, the researcher used the SPSS application and Descriptive Statistics to evaluate and get results. The survey results show that the Average of this strategy (Strategy 1 - Grouping, associating, placing new words) is 3.99, and the Standard Deviation is 0.662. Next, with strategy 2, "Semantic mapping, using memory, using keywords," the researcher gets a Mean of 4.16 and a Standard Deviation of 0.652. Besides, regarding strategy 3 (Structured review), the survey shows that the Mean is 3.89 and the Standard Deviation is 0.678. Strategy 4 - Using mechanical techniques applied when speaking English, the Mean is 4.13, and the Standard Deviation is 0.640. Next, the survey results of strategy 5 (Repeating, formally practicing) show that the Mean is 3.98 and the Standard Deviation is 0.670.

Similarly, strategy 6 - Recognizing and using formulas and patterns shows a Mean of 3.92 and a Standard Deviation of 0.707. It can be seen that the Mean of 3.62 and the Standard Deviation is 0.773 fall into strategy 7 (Recombining). Deeply looking at strategy 8 (Formally practicing with sounds and writing systems) shows a Mean of 3.92 and a Standard Deviation of 0.657. A specific figure based on the survey results shows that the Mean is 4.10 and the Standard Deviation is 0.720, which is reflected in strategy 9 - Practicing naturalistically. Strategy 10 (Using resources for receiving and sending messages) follows strategy, showing a Mean of 3.77 and a Standard Deviation of 0.875. Strategy Discussion 11 - Reasoning deductively means that the Mean is 4.07 and the Standard Deviation is 0.650. Briefly speaking, a Mean of 4.03 and a Standard Deviation of 0.678 results from strategy 12 – Translating. As mentioned in the table, strategy 13 (Transferring) shows a Mean of 3.99 and a Standard Deviation of 0.695. Based on the survey result, a Mean of 3.90 and a Standard Deviation of 0.780 falls into the 14 - Taking notes strategy. Up to now, the survey results show that strategy 15 (Summarizing) has a Mean of 3.98 and a Standard Deviation of 0.703. Strategy 16 - Selecting the topic shows a Mean of 3.91 and a Standard Deviation of 0.856. Among the 90 non-English-majored students, the 17 - Adjusting or approximating the message strategy survey results showed a Mean of 3.96 and a Standard Deviation of 0.718. Strategy 18 - Coining words shows that the Mean is 4.01 and the Standard Deviation is 0.609. The last strategy examined (strategy 19 - Using a circumlocution or synonym) showed a Mean of 3.92 and a Standard Deviation of 0.738.

Based on the descriptive statistics, the Average of how often non-English-majored students use the strategies outlined while practicing speaking skills in the classroom ranges from 3.62 to 4.16.

Therefore, it can be said that most students regularly use direct English speaking strategies in class and outside of class. In addition, the standard deviation is 0.875 (10 - Using resources for receiving and sending messages), indicating that students are frequently interested in using direct speaking strategies in the classroom with their academic speaking skills.

In summary, the researcher found that the frequency with which non-English-majored students used direct speaking strategies was so frequent that they showed a positive level of using these strategies in the classroom for learning English speaking skills inside and outside the classroom. Although some of the new strategies, they enjoy using them during class and self-study. The study table above shows that the survey results are also acceptable.

Discussion on frequencies

It can be said that how often students use direct speaking strategies in the classroom when learning English speaking skills was explored during the questionnaire-based survey. The results mentioned above show that each indicator has positive feedback.

The frequency with which direct speaking strategies were used in the classroom by non-English-majored students had positive responses (as shown in Table 4.1 above), indicating that the majority of survey respondents from each indicator gave. The positive feedback shows that they use direct speaking strategies when communicating in the classroom, so learning English is easy and does not require too much effort. These strategies show that most of the people surveyed used direct speaking strategies. It is shown at a high rate, reaching (847.3% of the commonly used level, most participants want to use direct speaking strategies in the classroom during their study time to improve the effectiveness of activities to learn English speaking skills and also complete the tasks assigned to them more quickly by the teachers. So they do not have any problems using direct speaking strategies in the classroom as one of the methods. However, the study's survey participants still had many difficulties using direct speaking strategies based on their notes when taking the survey on the above strategies in learning. Their ability is measured by speaking clearly and quickly is vague; sometimes, non-English-majored students feel that there are too many strategies to choose from when practicing English speaking skills.

Furthermore, Table 4.1 shows that they frequently use direct speaking strategies in the classroom regarding English speaking skills. It turns out that using the above strategies will improve their English learning ability. In addition, it shows that they are interested in learning English speaking skills by using direct speaking strategies to learn English independently and effectively. It happened because they found direct speaking strategies useful for learning English independently, as reported in the previous section of this chapter. Therefore, this affects their confidence and perception towards using direct speaking strategies in the classroom to learn English speaking skills independently. Besides, based on the results, no matter what, it is necessary to consider the importance of direct speaking strategies in the learning process and apply it to your learning. Connecting with these above similar opinions, research results by [Ahmadi \(2018\)](#) show that the use of technology or direct speaking strategies in language classes can improve students' language learning skills; in addition, students have been effectively enhancing their foreign language learning process.

In summary, how often students using direct speaking strategies in the classroom gave positive feedback based on the tables above. Frequency of use relates to judging or evaluating something or possibly the process of interpreting information about other participants during a survey.

Interview analysis

Ten students participated in the interview to show their attitudes about the importance of using nine-teen speaking strategies as guided in the form. 40% of male non-English-majored and 60% of female non-English-majored participants in this interview. All of them are around 18 to 23 years old. Half of those students are from Dong Nai province, and the rest is from other provinces. They reveal that 60% of them have been learning English for under one year before entering Dong Nai Technology University, and 40% of the rest have been learning English for one to three years. For the interview, the researcher asked about the students' attitudes about the importance of using nineteen direct English speaking strategies; they all participated in the interview seriously. Attitudes of non-English-majored students about the importance of direct English speaking strategies on speaking skills, the researcher collected the following responses: Most of the ten non-English majors chose translating, taking notes,

transferring, and using synonyms as important because they thought that translating, taking notes, translating and reconnecting would help them can shape words, have data to join the conversation.

On the other hand, most children thought it was less important to use mechanical techniques, reasoning deductively, Using resources for receiving and sending messages, and Adjusting or approximating the message because it would be difficult for them to respond when communicating. Student 1, Student 2, and Student 9 consider the placement of new numerals important because the students argue that they will not form sentences to speak without new words. While Student 3, Student 4, Student 5, and Student 7 think translating and taking notes is very important. They think this is the main factor that helps them reflect when communicating in English. However, Student 6, Student 8, and Student 10 shared the opinion that combining sentences and practicing naturally will help them achieve good communication results. In general, most non-English-majored students are interested in using English speaking strategies in the classroom when communicating and expect good reflexive communication.

DISCUSSION

The majority of the ten non-English majors considered translating, taking notes, transferring, using synonyms, and recombining to be crucial because they believed that doing so would enable them to better shape their words and provide them with the information they need to participate in the conversation. On the other hand, most of these students said it was less crucial to employ mechanical procedures, logical reasoning, resources for receiving and transmitting communications, and adjusting or approximating the message because it would be challenging for them to reply while communicating.

Student 1, Student 2, and Student 9 believe that the insertion of new numerals is crucial because they contend that they will not be able to compose sentences to communicate without new words. While Student 3 believes that interpreting and taking notes is crucial, Student 4, Student 5, Student 6, and Student 7 disagree with this point. Students 6, 8, and 10 agreed that integrating phrases and practicing naturally will help them attain effective communication. Most non-English-majored students are generally interested in employing English speaking techniques when communicating in class and anticipate effective reflexive communication.

The challenges that non-English major students may face after the interview data collection process are as follows: Most students complain that vocabulary is a problem when communicating (from Student 1 to Student 7). At the same time, Student 8, Student 9, and Student 10 consider this a normal problem if students are conscious of learning new words and practicing when communicating. Student 2, Student 5, and Student 7 have a common opinion that pronunciation is a problem, so students cannot interact confidently and directly with teachers. It is also a point that makes them uncomfortable about it. However, some of them share that nothing needs to be changed or improved (Student 1, Student 9, Student 10).

CONCLUSION

As discussed in the previous chapter, this study posed two questions as follows:

1. Do non-majored learners use direct speaking strategies when studying English speaking skills at Dong Nai Technology University in Dong Nai, Vietnam? What are they? How frequently do they use the following direct speaking strategies?
2. What are the attitudes of non-majored learners towards using direct speaking strategies to assist their learning at Dong Nai Technology University in Dong Nai, Vietnam?

After the survey and interview process, the researcher drew two below conclusions

Firstly, this mixed method study was conducted to survey the natural speaking ability of non-English major students at the Dong Nai University of Technology and their attitude towards the importance of using English language skills by using these methods in learning speaking skills. Then, quantitative data were collected from student questionnaires with two parts (personal information part and frequency survey part) and qualitative data from interviews with ten students. The overall results from the data collection successfully answered the two research questions mentioned in Chapter 1 of the study.

Secondly, research results have shown that the use of direct speaking strategies by non-English-majored students can be enhanced by applying direct speaking strategies directly in class at the Dong

Nai University of Technology in particular. and when communicating in everyday life in general. That has been proved by the high support of students from the data collected in questionnaires and interviews. In other words, survey and interview participants had a general view of strategies to speak English face-to-face. Using these strategies in the Dong Nai University of Technology classroom will be on the right track with many other universities worldwide and in Vietnam. Moreover, non-English major students of other schools can also refer to the above strategies when communicating in English to have a background on direct speaking strategies; thereby helping non-English-majored students develop English speaking skills and have a better understanding of direct speaking strategies

This essay has also reviewed the factors affecting the English proficiency of non-English-majored students. The characteristics listed in this essay play a big part in helping learners improve their speaking ability. Factors that reduce students' confidence and comfort level when using direct speaking strategies in their English sessions. Research has proven that students who use direct speaking strategies are more motivated and less anxious to speak more clearly and persuasively. Therefore, speaking skills classes for non-English-majored students should welcome direct speaking strategies, and students should cooperate as much as possible to overcome challenges when presenting or communicating verbally.

Limitation

According to the results from the study, two research questions were successfully answered, and direct speaking strategies were given to help non-English-majored students have a detailed view of direct speaking strategies. Although the goal of the study was achieved, there are still some unavoidable limitations in the study.

First of all, the time to do research is limited. The study, conducted over five months, ended with conceptual planning to examine the frequency and importance of using direct English speaking strategies that non-native speakers of the language use. English encountered in their foreign language learning; References to recent studies from other researchers helped form the conceptual framework, collect questionnaires and interview questions from students, and analyze the data.

The second limitation comes from the inappropriate attitude and methods of English learning of non-English-majored students before participating in the survey, so in the classroom, non-English-majored students have not fully promoted their abilities. Due to the limited time and small size of the thesis, not all non-English experts at Dong Nai Technology can participate in this research. In addition, the study involved only 90 non-English majors enrolled in a single research site, so the findings may not be generalizable to other sites.

Suggestions for Further Studies

One of the best ways to learn English is to speak and use English every day. Speaking English not only helps students increase their vocabulary and self-confidence but also helps them improve their English level. However, Vietnamese students, in general, when speaking English, also encounter some mistakes that make them easily lose confidence and speak much differently from native speakers. Moreover, English is a language without tones, so when pronouncing or speaking English, we need to actively use rhythm or intonation to express our meaning, attitude, and emotions at the time of speaking. The omission of rhythm or intonation can cause the listener to misunderstand what we mean, making it difficult for us to hear others speak. Therefore, future studies need to explore factors affecting the development of speaking skills of junior high school students.

Recommendations

This paper makes it possible for further future studies to use mixed methods with larger populations to make findings more common in this regard. Specifically, they should overcome the limitations outlined above in this study. First, they can be conducted for longer periods with larger numbers of participants at different levels. In addition, this study only examines attitudes about the importance of using direct speaking strategies when learning speaking skills and the frequency of non-specialist students towards using direct speaking strategies in class to learn English in general. Future studies may be based on the influence of other English factors, such as developing other skills that incorporate learning using the strategies mentioned in the study. In addition, further studies are also

recommended to examine the importance of direct English speaking strategies for non-specialists in the classroom to learners' language development in other skills, to understand better and choose the right classroom strategy.

In summary, this study answered two research questions as expected in the study's objective. The researcher hopes that the study's results have contributed to the direct English speaking strategies in supporting students to learn foreign languages effectively and affirms that using the above strategies is fundamental to achieving success in learning English speaking skills; help learners achieve specific goals.

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