



Speaking Strategies Used by EFL Students in Academic Speaking Class of English Education Study Program at Universitas Maritim Raja Ali Haji

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Abstract

Speaking is considered to be a difficult skill to be mastered. Therefore, it needs an appropriate strategy in learning process to master this skill. The objective of this research is to determine speaking strategies used by EFL students at fourth semester in English education study program who are taking academic speaking class at Universitas Maritim Raja Ali Haji Tanjungpinang. This research is descriptive qualitative research. The SILL questionnaires designed by Rebecca Oxford (1990) version 7.0 was adopted as the instrument to collect the data for this research. The data were processed and analyzed through SPSS 16. The population of this study were fifty-four students taking the subject at the time. The result of this research revealed that the fourth semester students of english education study program usually used social and metacognitive strategies in learning speaking. For the social strategies, the average is 3.59 and metacognitive strategies is 3.52. Based on the SILL Profile of Result, those scores were categorized as high level means they usually used it in their learning. Another four strategies were categorized as medium level. It meant that they sometimes used the strategies in their speaking learning. The four strategies were cognitive strategies (3.43), compensation strategies (3.42), memory strategies (3.26) and affective strategies (3.19).

Keywords: *Speaking, Learning Strategy, EFL Students, Academic Speaking.*

INTRODUCTION

In learning a language, a learner needs to master some skills. To master the skills, there are several strategies that can be used. Speaking is considered to be a tough skill to achieve for some EFL students. It is not about how to communicate or utter the words in English, but a speaker also needs to master the components of speaking in order to deliver the message well to the listener. According to Nunan (1991, p. 39), among the four skills, speaking has become an important aspect in learning a language especially for second or foreign language to measure the ability to carry out a conversation in the language.

Learning strategies are directly related to the mental processes that monitor language comprehension or production (Bouaassria, 2016, p. 15). Oxford (1990) saw it as “steps taken by students to enhance their own language learning”. Another perspective of learning strategy is from Nunan (1991, p. 168), he states that learning strategies are the mental process which learners employ to learn and use the target language. This particular tactics are taken by a good learner to find their own way and take charge of their learning.

Every learner has their own strategies to deal with speaking skill. As a language learner, we decide our goal, want it to be smashed up by things or we smash the things being inhibitor in

learning process up. That is why every learner must be a smart learner to see the good and bad impact for their future language learning developments. If the learners know their speaking language learning strategy, they can overcome the difficulties in learning speaking because everything will be learnt easier, faster, more enjoyable and effective for them to understand.

Academic Speaking at fourth semester in Universitas Maritim Raja Ali Haji (UMRAH) is one of compulsory courses that needs to be passed for students to get to the next level of semester. In this course, students are expected to be a good speaker and performer in delivering a speech or seminar presentation. To overcome the problems in learning speaking skill, students must have and know the strategies that could help them to learn the language fast. If they knew and applied their speaking strategies in learning academic speaking course, it will be easier in conveying the goals to the audience. From researcher's experience, academic speaking is one of difficult course and it might be a nightmare for those who have less confidence in speaking skill. Therefore, the aim of this study is to find out that the speaking strategies used by EFL students in Academic Speaking Class in English Education Study program of Universitas Maritim Raja Ali Haji (UMRAH).

RESEARCH METHODOLOGY

This research used descriptive qualitative approach. According to Ary et al. (2010, p. 420, 424), descriptive research is designed to obtain information of phenomena by describing the situation, subject, behavior or phenomenon. The instrument was SILL questionnaire version 7.0 provided by Oxford (1990). It contains 2 categories and 6 parts with 50 items. The table 1 will describe the SILL questionnaire.

Table 1. Description of the SILL Questionnaire

No	Categories	Total of items	Number of Items
1.	Directly	9	1,2,3,4,5,6,7,8,9
	a. Memory Strategies	14	10,11,12,13,14,15,
	b. Cognitive Strategies		16,17,18,1
	c. Compensation Strategies		9,20,21,22,23
		6	24,25,26,27,28,29
2.	Indirectly	9	30,31,32,33,34,35,
	a. Metacognition Strategies	6	36,37,38
	b. Affection Strategies		39,40,41,42,43,44
	c. Social Strategies	6	45,46,47,48,49,50

The research subject were the fourth semester students taking the academic speaking course in UMRAH. There were 55 students in total from two classes taking the course. Those 50 items

were answered by using Likert scaling 1 up to 5. Likert Scaling collects the answer or opinions from respondents by providing some choices from extreme negative to extreme positive options (Acharya, 2010, p. 2-5) as follows:

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

In collecting the data from the questionnaire, the researcher asked the leader of the class to gather all the classmates or respondents in order to give them a clear explanation about the purpose of the research and about how to answer the questionnaire. It was submitted three days after it was given, because the researcher wanted the respondents to focus on the questionnaire when they filled it and thought about each statements carefully. The data was processed and analyzed through SPSS 16.

FINDINGS AND DISCUSSION

Findings

The questionnaire was distributed to both classes in the same day, Wednesday, 15 Mei 2019. The researcher took it back three days after it was given to the classes. The table 2 illustrated the results of the fourth semester of English education study program students' speaking strategies.

Table 2. Average of each Strategies

No.	Strategies	Average	Level
1.	Memory Strategies	3.26	Medium
2.	Cognitive Strategies	3.43	Medium
3.	Compensation Strategies	3.42	Medium
4.	Metacognitive Strategies	3.52	High
5.	Affective Strategies	3.19	Medium
6.	Social Strategies	3.59	High

Discussion

The researcher only took the highest final average of each strategy. The result showed that social strategy had the highest average with 3.59 and it was categorized as high level (usually used). It meant that the respondents involved other people in learning speaking (Oxford, 1990). Ras & Hadriana (2005) in their research found that students in speaking 3 of FKIP UR mostly used social strategies as their learning strategies in speaking.

The second top strategy used by the respondents is metacognitive with average 3.52. It meant that the respondents concerned with their speaking learning or realistically monitoring their

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errors (Oxford, 1990). Wirawan (2017) in his research also found that the highest strategies used by Senior High School students was strategies were in the second position of strategies that mostly used by the students in their study.

In the third place, there was cognitive strategies with 3.43 as its average. According to Chamot et al., (1993), cognitive strategies meant that the students interact with the material which was going to be learnt. Saputra & Subekti (2015) found that cognitive strategies were the most used in their study. Prabawa (2016) stated that cognitive strategies as the mostly used by the Indonesian tertiary students in improving their speaking ability.

Furthermore, there was compensation strategies in the fourth position with average 3.42. It meant that students were coining words or using an appropriate synonym, mime or gesture to carry on their conversation and in learning. Prabawa (2016) also reported that speaking strategies mostly used by Indonesian tertiary students were compensation strategies. In Saputra & Subekti's (2015) research, compensation was the second strategies mostly used by the students in learning speaking.

Another strategy used by respondents was memory strategies with 3.26 as its average. It meant that sometimes the respondents tended to practice their English by using verbal or picture (Oxford, 1990). Saputra & Subekti (2015) in their study showed that memory strategy was in the third position from the highest used strategies by the students.

Last strategy that were not reported as a strategy commonly used by the respondents was affective with average just 3.18. This strategy refers to emotions, attitudes, motivation and values. Moriam (2005) reported that this strategy can be included in the least frequently used category. However, it had a strong influence on the learners' whole process of speaking learning. While Ardiyansyah (2015) who investigated about the use of speaking learning strategies of successful and unsuccessful students, found that unsuccessful students mostly used memory, metacognitive and affective. But he also stated that it was all not about how good or how bad the strategy was, but about how the students used it in a good way. It meant that this strategy was also an important strategy to be used in learning speaking skills.

CONCLUSION

metacognitive with 3.56 as its average. Ras & Hadriana (2005) also reported that metacognitive

Based on the research findings and discussion about the use of speaking language learning strategies in academic speaking class of English education study program, it can be concluded that:

1. The fourth semester students in academic speaking class of english education study program at UMRAH were applied all the strategies classified by Oxford (1990). The most strategies they used were social strategies with average score 3.59 and metacognitive strategies with score 3.52. Both strategies are categorized in SILL profile result as high level – usually used.
2. The result shows respondents were sometimes used cognitive strategies as it has average score 3.43 and compensation with 3.42 as its average score. While memory strategies reported has average score 3.26.
3. Affective strategies reported as the least frequently used by the respondents to improve their speaking learning with average is 3.19.

Strategies take a big part in gaining or achieving goals. Considering to this research, it is good for the instructors of the Universitas Maritim Raja Ali Haji to have a numerous knowledge or concern about their students' learning strategies and tell them about the existence of the learning strategies..

The students of Universitas Maritim Raja Ali Haji also need to know their own strategies. It can be helpful to help them survive in their learning since feeling enjoy in learning can make them learn easier, faster and more effective. In addition, it needs a big courage to take every risks that might be happened in process of learning. Students need the proper strategies to master every skill in learning English.

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