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## Learning Strategies in Speaking for Presentation Applied by EFL Students

### **Rahma Viranita**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
rahmaviranita5@gmail.com

### **Ildi Kurniawan**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
ildikurniawan@unib.ac.id

### **Azhar Aziz Lubis**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
azharlubis@unib.ac.id

### **Abstract**

This research aims to find out the types of learning strategies in speaking for presentation applied by the fourth semester students' of the English Education Study Program at the University of Bengkulu. This research was descriptive quantitative research. The population of this research was the fourth-semester students of the English Education Study Program of the University of Bengkulu in the 2020-2021 academic year. The total sample of this research was 28 students. The data were collected by using a questionnaire. The questionnaire consisted of 18 items which 3 categories strategies (Cognitive strategy, Metacognitive strategy, and Social-affective strategy). The questionnaire was adapted from (Liao & Chiang, 2004). This research used SPSS (Statistical Package for the Social Science) 16.0 program to get the types of learning strategies in speaking for presentation applied by the fourth semester students'. The results of this research showed the type of learning strategies applied applied by students, is cognitive strategy. The cognitive strategies with a weighted average 3.15. Then, the metacognitive strategies with a weighted average 3.09. The last, the social-effective strategies got weighted average 3.07. Similarly, it can be concluded the types of learning strategies in speaking for presentation applied by the fourth semester students' were Cognitive strategies.

**Keywords:** Learning strategies, Speaking for presentation

### **Introduction**

In learning English as a second language, students need to master the four skills there are speaking, listening, writing, and reading. In the midst of the four skills, speaking is one of the most important skills because

it is the key to communication. According to Leong & Ahmadi, (2017) the individuals who learn a language are referred to as the speakers of that language, causes speaking is one of the most important skills of all the four language skills. Lingga, Monika & Sembiring, (2020) stated that speaking skills occupy a very important position because it is a characteristic of students' communicative abilities.

However, in reality, speaking English is difficult. As claimed by Zahara, (2018) Despite speaking is a very important skill to communicate, most of the language learners feel that speaking skill is difficult to be learned. It is because of some factors. Firstly, to speak well in the new language, require great courage as well as preparation (Gani, Fajrina & Hanifah, 2015) Second, the students need to pay much attention to many language aspects in speaking that is : grammar, vocabulary, comprehension, fluency, and pronunciation (Zahara, 2018; & Harmer, 2007). Third, students consider that speaking is the most difficult skill to master because it requires preparation (Lingga,Monika & Sembiring, 2020). In brief, speaking should have audacity as well as preparation to become a good English speaker therefore students need to concern the language aspects such as vocabulary, comprehension, pronunciation, and appropriate strategy.

In speaking class, there are some problems in general when learning to speak English, that make students feel difficult to learn English as a second language. It is experienced by students in the English Education Study Program at the University of Bengkulu stated by (Windasari, 2020) that speaking for presentation class in English Education Study Program at the University of Bengkulu, students tends to feel anxious to presentation in front of the class because students lack of using a suitable strategy. Students who use an appropriate strategy tend to give a high performance rather than a student who not using an appropriate strategy (Gani, Fajrina, & Hanifah, 2015).

To solve the metter faced by students in speaking class, students need to use a suitable strategy. Hereinafter, the success of learning a

speaking skills cannot be separated from the use of learning strategies, the students should have diverse and appropriate strategies for getting a good speaking performance. As claimed by Mido, (2018) the students should apply varieties learning strategies to become successful learners.

There are previous studies that related to this research. First, Alfian, (2016) found that students who are successful in Language learning use more than the less successful students' strategies. Second, Gani, Fajrina, & Hanifah, (2015) found students who use an appropriate strategy tends to give a high performance rather than a student who not using an appropriate strategy. Third, Zahara, (2018) found that language learning strategies are good tools to solve the problems during the process of learning in speaking.

In brief, from several previous studies, learning speaking needs great courage as well as preparation and use a appropriate strategy to speak English well ( Alfian, 2016; Gani, Fajrina & Hanifa, 2015; Zahara, 2018). Thus, the researcher would like to identify what types of learning strategies in speaking for presentation apply by the fourth semester students' of the English Education Study Program at the University of Bengkulu. From the description above, the researcher wants to conduct the research entitled, "*Learning Strategies in Speaking for Presentation Applied by the Fourth Semester Students' of the English Education Study Program at the University of Bengkulu*"

### **Research Methodology**

This research was investigate the types of learning strategies in speaking for presentation applied by the fourth semester students' of the English Education Study Program at the University of Bengkulu. In this research, the resaercher used a descriptive quantitative method. The researcher used this method because the researcher needs to describe the result from the data. Creswell (2012, p. 13) describes that quantitative approach is used if the researchers want to identify a research matter

based on trends in the field or on the need to explain why something occurs.

This research population was 113 students from classes A, B, and C of semester VI in the English Education Study Program at the University of Bengkulu that takes "speaking for presentation class" in the academic year 2020/2021. The researcher choosed students' in the fourth semester of the English Education Study Program who taking the speaking for presentation as to their compulsory subject. The sampling technique in this study used a proportionate stratified random sampling technique. The sampling procedure is by lottery.

The sample in this research uses stratified random sampling techniques. According to Arikunto (2010) explains that if the number of population is 100 respondents or less, it is better to take the whole population as the sample. If the numbering population is more than 100 respondents, the researcher can take 10-15% or more than 25% of the population based on the capability of the research. Based on this opinion, the sampling in this study was 25% from the existing population, because the total population exceeds 100, 113 students. It means  $113 \times 25\% = 28$ , so the sample used in this study was 28 students.

To fulfill this research, the researchers used the questionnaire as the instrument. The questionnaire items were adapted from (Liao & Chiang, 2004). It is adapted because this research focuses on speaking for presentation class rather than speaking in general as in (Liao & Chiang, 2004). The questionnaire consists of three sections. The first section is about metacognitive strategy, The second is cognitive strategy, and the third is social effective strategy. Hence, the questionnaire was distributed online to participants chosen by the lottery and filled the questionnaire through a Google Forms link in WhatsApp Messenger. There are 18 question items.

The validity of the instrument is significant to quantify the idea or establish a question. In this research, the researchers used content validity by using expert judgment. The researchers asked the experts from the

lecturers in the Faculty of Teacher Training and Education, English Education Study Program, University of Bengkulu. The data were obtained from the questionnaires. A four Likert type scale with four options ranging from Strongly Disagree (1) to Strongly Agree (4) was used to measure the level (Creswell, 2012)

In analyzing the data, the researchers calculated the percentage of each response to each questionnaire by using descriptive analytics in IBM SPSS (Statistical Package for the Social Science) 16.0 program. After that, the numeric data was interpreted in the form of descriptive data.

## **Result and Discussion**

### **Result**

The data found by the researcher described the result of the among three category strategies in the fourth semester students' of the English Education Study Program. The general result of the research is showed in the following table :

**Table 1. The Most Frequently Applied of Language Learning Strategy**

<b>No</b>		<b>WA</b>
1.	<b>Cognitive strategies</b>	3.15
2.	<b>Metacognitive strategies</b>	3.09
3.	<b>Social-effective strategies</b>	3.07

**Note: WA= Weighted Average**

The data found by the researcher described the result of the among three category strategies in the fourth semester students' of the English Education Study Program. Three category strategies are not too much different scores. First, the type of learning strategies in speaking for presentation applied by the fourth semester students' of the English

Education Study Program at the University of Bengkulu is cognitive strategy, the cognitive strategies got weighted average 3.15. Then, the metacognitive strategies got weighted average 3.09. The last, the social-effective strategies got weighted average 3.07.

### **Discussion**

Based on the result in the previous sub chapter, the researcher seen that all of the fourth semester students of English Education Study Program at the University of Bengkulu applied three strategies that proposed by O'Malley and Chamot, (1990). This can be seen from the result showed the three category strategies are not too much different scores.

The cognitive strategy was applied as the most frequently used in learning speaking strategy by students' in speaking for presentation class. The Cognitive strategy consists of seven items questionnaires. The frequency of respondents for questionnaire item number seven which the statement was "I repeating the new words before I do presentation", were indicated in the highest predicate. One of the possible reasons is because the students need to practice their speaking skills whenever this becomes a process of learning English before they do the presentation in front of the class. The students tended to utilize strategies that would help them master the target language through practicing and students try to learn speaking skills in an easier and more enjoyable (Gani, Fajrina, and Hanifah, 2015; Oxford, (1990). Therefore, the researcher believes that the students mostly used this strategy because they still need to practice before they do the presentation in English.

However, the social-effective strategy was applied as the last frequently used in learning speaking strategy by students' in speaking for presentation class. Social-affective strategy consist of six items questionnaires. The lowest frequency of respondents, which the statement was "I need my friends to correct my mistakes (such: pronunciations, grammar, etc.), before I do the presentation". Different from that suggested by O'Malley and Chamot (1990) said that cooperation in social-affective strategy is needed to work together with other learners or to get feedback on oral performance. However, in the

current pandemic which requires students to study at home, it is made difficult for students to interact directly with other students. As stated by Khoirunnissa, (2020) Learning from home activities implemented in this condition, causes students and teachers to lose the opportunity to interact with each other in social relations, to emerge solidarity.

Although, it is not really a significant difference in frequency, the result only provided the evidence about most frequently used strategies and the least. This because all of the learning strategies are good to be used because there is no bad learning strategy as long as it is used appropriately. The students should apply varieties strategy and use an appropriate strategy that tends to give a high performance rather than a students who not using an appropriate strategy (Mido, 2018; Gani, Fajrina, and Hanifah, 2015).

The frequency of the learning strategies used with different scores because of some factors that affect the using of learning strategy. According to Suprpto (2009) there are some factors that influence students learning strategy, especially in learning speaking skill which both inside and outside factors. The internal factors could be in form of motivation, knowledge, intelligence, attitude, and learning style, while the external factors could be in form environment, teacher, curriculum, students, and perception.

## **Conclusion and Suggestion**

### **Conclusion**

After analyzing the data gotten from questionnaires of this research, it can be concluded that most of the fourth semester students of the English Education Study Program at the University of Bengkulu applied the three category strategies. The First, is the cognitive strategy. Then, the metacognitive strategies. The last, the social-effective, was indicted in the lowest predicate. It is based on the students' answers to each number of questionnaires. Therefore, the researcher believes that the students mostly

used the cognitive strategy because they still need to practice and need to prepare before they do the presentation in English.

### **Suggestion**

In this subchapter, the researcher would like to give some suggestions as follows:

For the students, ought should practice speaking frequently and use appropriate and varied strategies in order to master the presentation well.

The teachers should have various strategies, particularly the teacher in speaking should apply appropriate and prepare the right strategy for the students such as grammar, pronoun and practice their speaking, because the students need to practice their speaking English to overcome the problems or difficulties before the students' do the presentations in front of the class.

There are still many weaknesses of the current study. It is expected that the result of this research can be used as a reference for other researchers. However, to conduct further research that it will be better if the further researcher can doing some interviews with the students to see if there is any improvement. Future researchers ought to try different language skills such as reading and listening, or in different subjects because there are already some who have researched in speaking, and other different skills are also important.

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