

SPEAKING LEARNING STRATEGIES OF ENGLISH DEPARTMENT STUDENTS AT SINTUWU MAROSO UNIVERSITY

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Abstract: This research aims to find out the speaking learning strategies used by the fourth semester students of the English Language Department at Sintuwu Maroso University. This research is a descriptive qualitative research that uses questionnaire, interview, and documentation to collect data. The subjects of this research are fourth semester students of the English Language Education Study Program in the 2020/2021 academic year that enrolled in the Academic Speaking class. The questionnaire was given to 20 students, and the interviewees are 6 students. The results show that the fourth semester students of the English Language Education study program have applied all strategies, they are: effective memorizing activity (memory strategy), using mental processes (cognitive strategy), compensating disappeared knowledge (compensation strategy), controlling and evaluating learning (metacognitive strategy), regulate emotions (affective strategy), and cooperate with others (social strategy).

Keywords: *Speaking Learning Strategies, English Department Student*

In learning English, there are four skills that must be mastered by students, one of which is speaking skills where students are required to have these abilities thus that they are easier to absorb and convey oral and written information. Speaking skills are skills that play an important role in learning English. Where speaking skills are someone's skills that are value for the first time when communicating than other skills. Speaking skill is a person's ability to convey their desires, ideas, and thoughts to others verbally. However, speaking skills must be master and practiced continuously.

At the English language education study program of Sintuwu Maroso University, learning English skill to speak is very important. As students, they must master speaking skills to have good abilities to communicate, because they are English learners trained to become educators or prospective English teachers. In reality, students in English study programs still not used to mastering speaking skills due to their lack of vocabulary, lack of motivation, and level of self-confidence which makes it difficult and afraid to express themselves. Thus, to learn and increase students' English speaking skills, they need strategies.

Learning strategies are needed to make it easier, faster, more enjoyable and effective. Students use learning strategies to help them understand information and solve problems. In other words, learning strategies are students' strategies in learning and getting information about subjects and their knowledge.

Based on the description above, the researcher is interested in finding out the learning strategies used by the fourth semester students of English Language Education Study Program at Sintuwu Maroso University in learning to speak English.

Speaking English

The understanding of speaking has been very much. Speaking is very needed in a learning environment, where students interact with the lecturer students with classmates. According to Wacana & Lantu (2020) "speaking will be difficult if we don't know how to start and find the right expression for a particular situation". It means, in speaking must be accompanied by expressions, where someone wants to say something, that way, what is said can be understood by the other person.

Gani, et al (2015) speaking is that students learn how to organize ideas, compose sentences, and express language in spoken form with good and easy to understand the pronunciation. Students can also convey a message or meaning in the language. It means, speaking where students process all the information students get into their minds, and then speak it by mouth. Students are expected to be able to express their ideas towards other people, even in public properly and can be understood, so that the viewers can clearly understand what the students are saying. To get good pronunciation, it is to needed learn to speak.

Learning Strategies

Strategy in the context of education can be interpreted as planning what we will do or a series of what we want to achieve that leads to educational goals, especially in learning. Students still have problems in learning. For example, learning to speak, students are required to interact with their classmates or with English lecturers using a foreign language (English) which they rarely use outside of class. Oxford (2003) defines learning strategies as specific actions, behaviors, steps, or techniques, to overcome difficult things that are used by students to improve their learning. It means, that the learning strategies used by students can make it easier for understanding the learning process.

The researcher concludes learning strategies is the method or the technique used by students as learning support to achieve aims in the learning process. Thereby, to get an effective learning, students must have strategies in their learning process.

Speaking Learning Strategies

Speaking learning strategies are strategies used to learn speaking to increase students' speaking skills. Oxford (1990) stated learning strategies are divided into two groups, namely direct strategies and indirect strategies.

a. Direct Strategies

Direct strategy is a language learning strategy that directly involves the target language. The Direct strategies can help students store verbal material, produce language, and understand the use of new languages. It means, the use of English is actively used during the learning process without being planned, to understand the material presented by the lecturer. The Direct strategy consists of three categories, namely; memory strategies, cognitive strategies, and compensation strategies.

1) Memory strategies

According to oxford (1990 p.38), memory strategy is a strategy that produces a mental process to store new information into the mind so that it is easy to retrieve it when needed. It means, this strategy involves direct action to produce experiences that later will be easy for students to remember when they carry out the learning process. For example: memorize vocabulary.

This strategy can help students to remember the verbal material provided by the lecturer. This strategy can be applied by making relationships of words, phrases, sounds, images, gestures.

2) Cognitive strategies

Oxford (1990 p.43) states "Cognitive strategies are typically found to be the most popular strategies with language learners". Those cognitive strategies can help students to understand and produce new language in various meanings. In this case, this strategy can change the target language by repeating, analyzing, summarizing. The actions used in this strategy included: practice, receive and send messages, analyze and reason, create structures for input and output. Cognitive strategies are related to the way students think in understanding their learning.

3) Compensation Strategies

This strategy can help students overcome gaps in target language knowledge so that students communicate authentically (Oxford 1990). Strategy is emphasize more on guessing the words in English language, for example, giving sign language, body movements, without having to make a sound.

Indirect Strategies

According to Oxford (1990 p.57) "Indirect strategy is a language learning strategy that does not involve the target language directly", focuses only on attention, planning, evaluation, managing anxiety, and cooperation. It means, this strategy can help students to organize their learning. It consists of three categories, they are: Metacognitive strategies, Affective strategies, and Social strategies.

1) Metacognitive strategies

This strategy to plan, organize, control their learning process (Oxford 1990). Students can design the learning process as best as possible as needed, thus as to get more benefit. Not only, that with strategy students can evaluate their learning thus that students know the problems faced in the learning process. For example, before learning to speak begins, first find out the material they will study through the internet, books in the library. Thus that when learning begins students do not have difficulty answering questions from the lecturer.

2) Affective Strategies

Affective strategies focus on controlling students' emotions, attitudes, and motivation. Students can regulate their emotions by providing motivation from the lecturer. Oxford (1990, p.140) stated "those positive emotions and a positive attitude can make language learning more effective and enjoyable". Therefore, students' emotions can influence the learning process. For example, when presenting

in front of the class, each student has a different strategy to get rid of their anxiety. Some hold a pen or something, some explain while walking around the class, others tell stories first so that the class feel is not nervous.

3) Social Strategies

Social strategies are the strategy that helps students to support the language learning process, where this strategy involves many people in communicating (Oxford 1990). This type of strategy; ask questions, build cooperation, and empathy. In this case, this strategy is when students can get a good learning experience by choosing native speakers to communicate. For example, communicating with friends, teachers, and the wider community through discussion, group.

From the description above, the learning strategy put forward by Oxford is very helpful for students in learning to speak. In this case, speaking learning strategies are where students use speaking learning methods or techniques, which are applied by students to achieve goals and help students to improve their speaking skills.

Research Method

This type of research is descriptive qualitative. The data sources in this study consisted of 20 students of the fourth semester of the English Language Education study program who actively participate in speaking class at Sintuwu Maroso University, located at JL. Timor Island, Gebang Rejo No. 1 Poso City, Central Sulawesi. The instruments of data collection in this research are questionnaire, interview, and documentation. After getting the data, the researcher then identified by using the theory of students' strategies in learning to speak by Oxford (1990), they are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Students' Speaking Learning Strategies

The researcher gets the speaking learning strategies of students in the Academic speaking class. There are:

1. Memory Strategies

Some students connect new English words into the song, thus it is effective for them to remember the words or vocabulary they listen to in the song. Because in memory strategies, it can help students store and retrieve new information (Oxford 1990).

2. Cognitive Strategies

Some students try to speak like a native speaker so that students speak like them and look natural. They can deduce what they said or

heard from the native speaker. In this case, it can help students with pronunciation problems and can help students develop new vocabulary. Oxford (1990, p.43) "Cognitive strategies are typically found to be the most popular strategies with language learners". Because cognitive strategies can help students understand and produce new languages.

3. Compensation strategy

Some students guess English words if they don't know one of the correct words. Students are always looking for ways to be able to express or express a sentence or word when they do not understand and do not know the meaning of the expression. Such as using sign language, using body movements, and guessing. According to Oxford (1990, p.90) states compensation strategies are very important in learning, which can help students to make up for lost knowledge in speaking learning.

4. Metacognitive Strategies

Some students always try to be able to speak English, so they look for ways to become good students in English, especially in learning to speak. For example, before speaking they practice their speaking skills, they make their learning schedule and schedule to practice speaking English directly. This strategy is to plan, organize, control their learning process. Students can design the learning process as best as possible as needed (Oxford 1990).

5. Affective Strategies

When speaking, some students try to cover up their nervousness so that they are not seen by others. That is, students are trying to build their confidence when speaking in front of the class. Because affective strategies can help students create a comfortable atmosphere and control students' emotions. According to (Oxford 1990, p.140) those positive emotions and a positive attitude can make language learning more effective and enjoyable.

6. Social Strategies

Some students are more careful to listen to what is said by the audience. Thus they ask their audience to speak a bit slower to understand what he means to have a good conversation. In this case, social strategies can help students organize their conversations with native speakers, communicating with many people. According to Oxford (1990), Social Strategies is the strategy that helped students to support the language learning process, where this strategy involves many people in communicating.

In the results of interviews with the six students, researchers obtained information that

each student had difficulties in learning to speak. It is due to a lack of vocabulary mastery and still difficult in terms of pronunciation. It can be seen that it is very important to have a learning strategy to be able to help students overcome the difficulties they get. Students have many ways or strategies to improve their learning, especially speaking. such as the speaking learning strategy proposed by Oxford (1990) can help students in learning, to make learning easier, faster, more fun, more effective, and more transferable. Based on the results of interviews, it is known that students apply six categories of strategies in learning to speak. The strategies are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The data to support the previous explanation is shown below:

1. Memory Strategies

"Saya menonton video music barat yang sudah ada lirik lagunya. Sehingga saya belajar dari video tersebut cara pengucapannya. Saya juga menggunakan lagu untuk mengingat kosakata baru." (VM)

Based on the above data, it can be concluded that Participant 5 uses auditory and visual connections to get some information about vocabulary that can be memorized and makes it easier to learn to speak. In addition, students also connect sounds with new words into songs and can remember the words. Therefore, participant 5 is stated to use memory strategies in their learning.

2. Cognitive Strategies

"Saya menggunakan kamus elektronik yang bisa saya akses dalam HP saya jika saya kesulitan dalam membedakan setiap kata dalam bahasa inggris. Saya juga menonton acara-acara TV yang menggunakan bahasa inggris sehingga saya mengikuti cara pengucapannya." (FA)

From the data above, it can be concluded that participant 1 uses a dictionary in learning to speak. To prepare the word or sentence they want to say, students use a dictionary to translate the sentence. In addition, participant 1 followed the conversations he saw through TV programs. Thus it makes it easier for him to know how to pronounce English. Therefore, participant 1 is stated to tend to use cognitive strategies.

3. Compensation Strategies

"Saya mencatat kata-kata baru agar saya memahami kalimat yang saya ucapkan. Jika ada kata-kata atau kalimat yang saya tidak tau,

saya hanya menebak langsung apa yang dikatakan tanpa menerjemahkan." (NT)

Based on the data above, it can be concluded that to overcome the deficiencies in speaking, participant 4 uses notes (booklets) to write new words so that they can be translated and their meanings are known. While students sometimes guess English words or sentences when students do not know one of these words. Therefore, participant 4 is stated to tend to use compensation strategies.

4. Metacognitive Strategies

"Saya mengatur rencana-rencana dalam pembelajaran bahasa inggris khususnya berbicara, seperti mempersiapkan kosa kata saat berbicara, mempersiapkan diri untuk lebih percaya diri sebelum pembelajaran dimulai". (AP)

Based on the data above, it can be concluded that participant 3 developed a plan to prepare for speaking lessons. For example, before learning begins, participant 3 first prepares vocabulary, thus later when the lecturer talks to him he already knows what to say. As well as self-preparation is needed when someone speaks English. Therefore, participant 3 is stated to tend to use metacognitive strategies.

5. Affective Strategies

"Untuk meningkatkan kepercayaan diri saya, saya selalu menciptakan suasana yang nyaman seperti cara menghilangkan rasa gugup saat berbicara didepan kelas." (SP)

Based on the data above, participant 6 tries to create a comfortable atmosphere by eliminating nervousness and trying to reduce anxiety when speaking. Briefly, that participant 6 is stated to use affective strategies.

6. Social Strategies

"Melatih berbicara dengan teman kelas, melalui group WA yang terdiri dari tiga orang. Saya juga melatih diri saya sendiri di rumah dengan mengajak keluarga atau orang rumah untuk berbicara bahasa inggris dalam hal-hal sederhana." (FS)

Based on the data above, participant 2 practiced speaking by making study groups with their classmates. As well as practicing speaking with the people closest to them using English. That way they communicate using English, thus they are accustomed to speaking in English. Therefore, participant 2 tends to use social strategies.

According to the results of interviews, students need to have learning strategies to increase their speaking skills in English. In

addition, students need to improve their ability in master vocabulary, and also how to pronounce in English. Students want to improve their speaking skills, because they are students of the English study program, as for prospective English teachers. With these strategies, it can make it easier and faster for students to achieve their goal of being able to speak English both in front of the class and in the community. The strategies possessed by students are different, students must be able to apply their appropriate strategies, with the aim of improving their speaking skills.

Conclusion.

Based on the research result the researcher found that fourth semester students at Sintuwu Maroso University tended to use the strategy proposed by Oxford (1990). The strategies are Memory strategies (use songs to memorize new vocabulary), Cognitive strategies (try to speak like a native speaker by watching TV), Metacognitive strategies (use guessing English words using body language), Affective strategies (try to find a way to be a good learner in English by making plans in learning), and Social strategies (practice English with groups or classmates). These strategies are assumed can help them to increase students speaking ability.

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