

Strategies for Developing Speaking Skill Operated by Undergraduates of English Language Education Study Program

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Abstract

English is a world language with speaking being one among the essential competencies that the understudies ought to pick up based upon the *Kompetensi Dasar* (Competence-Based Curriculum) which obligated decent mastery to be molded suitably. This inquires studies apropos learning strategies the understudies operated, precisely within the third semester understudies of the English Language Education Study Program in Lambung Mangkurat University, Banjarmasin. The decisive evidence was amassed through survey. Hence, this study instigated descriptive qualitative examination, which safehouse decreasing evidence, exhibiting evidence, also drawing inference. The examination upshot showcased that whole strategies proposed by Oxford were functioned by the subjects, for instance memory strategy, cognitive strategy, compensation strategy, affective strategy, accompanied by social strategy.

Keywords: speaking skill, learning strategy, speaking learning strategy

INTRODUCTION

Speaking is one aptitude that outstandingly pivotal in philological education. To ace a language, the understudies must express that language for signifying their proficiencies in employing said language. Students of the English Language Education Study Program must hold decent capability in speaking expertise for communiqué as they must be proficient in speaking for becoming an English instructor or educator.

The speaking was progressively erudite for four semesters which steered in four classes; Intensive English, Beginner, Intermediate, and Advance speaking class. Speaking capacity they hold can be engendered by taking a sophisticated-level speaking course. Those four courses were mandatory for them. In spite the circumstance that the skill was coached by the equal-level tutor, their capability was diverse which is differentiated by distinctive grades.

One among the distressing facets is the operated learning techniques. Also, the involved understudies are conducting note-taking and heedful of the said variables' consequence in their education. Thus, the analyst is attracted for conducting an overview of the utilized speaking learning strategy by scattering an Oxford-based survey.

Study Problem

The inquiry is as follow:

“What are the speaking techniques utilized by third-semester understudies of the English Language Study Program of Lambung Mangkurat University for developing their speaking capacity?”

Study Objective

The objective was for noticing learning methodologies utilized by understudies for developing their speaking capacity.

Study Significance

The significances are:

1. The study's upshot can be used as an advantageous evidence basis and references.
2. The study can empower the appropriate materials arrangement for the executed exercise which is utilitarian for the undergraduates.

Study Scope

The subjects are the third-semester understudies of the chosen university who have accomplished the speaking courses with noticing the operated speaking strategies as the main goal.

REVIEW OF LITERATURE

Speaking

Speaking was a productive oral aptitude which encompasses developing verbal speech orderly to transfer meaning that intuitively handled by edifice meaning. In speaking, the understudies cram how to unify thought and sentence to be comprehensibly articulated along with cram how to convey meaning based upon innumerable settings.

Language Learning Strategies

Speaking learning strategies is vital for language learners due to noteworthy uneasiness it was instigated. Moreover, language learning techniques are exceptionally imperative as an apparatus for simplifying the learning. Language learning strategies were dispensed into two categories, which then comprised into sub-categories

METHOD OF STUDY

Study Approach and Type

This enquiry operated with descriptive method with qualitative approach for probing and depicting learning methodologies in speaking educational process.

Instrumentation

A survey is circulated to the involved understudies to be filled and submitted. The survey comprised of 34 items with five Likert scales based upon Strategy Inventory for Learning Language (SILL) version 7.0 created by Oxford and comprised of six parts; (1) memory strategy, (2) cognitive strategy, (3) compensation strategy, (4) metacognitive strategy, (5) affective strategy, and (6) social strategy.

Data Gathering

The analyst questioned the subject concerning their availability to fill the survey, then she dispersed the survey through Google Form. The questionnaire was filled in a day.

Data Examination

In the examination process, these phases were operated:

1. Dispersing the survey through Google form.
2. Calculating the rate of the utilized methodologies.

$$P = \frac{F \times 100\%}{N}$$

P: Percentage

F: Frequency

N: Total respondent who answer the questionnaire

3. Stockpiling and listing the evidence into the tabulation.
4. Concluding the result based upon the evidence.

STUDY FINDINGS AND DISCUSSION

Data Description

The vital data in the inquiry was assembled from a survey distributed to 24 involved understudies at the chosen university who have taken all speaking courses. The whole numerical data is exhibited in expressive shape. The survey was done on November 2nd, 2020 in a Google Form that consisted of 34 items with five Likert scales.

Study Findings

Questionnaire result was utilized by the analyst to potrays the approximate learning techniques utilized by the involved understudies.

Table 1. Strategies Applied by the Students

Applied Direct Strategies			
Strategies Group	Strategy Set	Strategy	Example
Memory strategies	Generating mental linkages	Engaging new words into a milieu	"...laid the new word to emerge the lexis of speaking expertise."
	Smearing imageries and sounds	Representing sound in remembrance	"...associate the new word's sound with the acquainted word's sound."
	Reviewing well	Structured reviewing	"...plan to study around new material of speaking expertise with reviewing, consequently the

			review sittings are primarily close together.”
Cognitive strategies	Practising	Recapping	“...utter new lexes repetitively to rehearse them.”
		Ordinarily committed with sounds and inscription system	“replicate natives’ chatting way.”
		Diagnosing & employing formulations and forms	“employing idioms or other routines’ formulation patterns (How are you?/Hello/That’s not too bad/Tell me more) in speaking
		Recombining	“Employ acquainted words in diverse amalgamations to create sentences (i.e., mixing mother tongue with English)”
		Practice naturalistically	“daily attempt to practice speaking expertise.”
	Receiving and transferring a message	Utilizing properties for receiving and transferring a message	“utilize properties resources such as Google, glossaries, dictionary, etc., to assist me prepare the material of speaking expertise.”
	Analyzing and reasoning	Reasoning deductively	“guessing the sentences’ connotation with thoughtful reasoning or split the words into comprehensible fragments.”
		Translating	“decipher from Bahasa to English

			then utter it to companion in discussion.”
		Transferring	“people are vigilant about shifting sentences or notions straight from L1 (Bahasa) to L2 (English).”
Compensation	Overcoming speaking and writing limitation	Exchanging to L1 (mother tongue)	“transform the unidentifiable English words to L1 (mother tongue)..”
		Getting help	“asked a companion to state the right word if incapable of discerning it in discussion.”
		Employing mime or gesture	“employ mime or gesture if discerning the right expression is impossible.”
		Evading statement, totally or partially	“evade the unfamiliar discussion topic.”
		Deciding the topic	“direct the discussion to a accustomed topic.”
		Approximating or regulating the message	“forestall what the partner will utter based upon previous utterances.”
		Coining words	“make up new words if the right ones were unknown.”
		Utilizing circumlocution or synonym	“attempt to discover other means.”

Indirect Strategies Applied by the Students			
Strategies Group	Strategy set	Strategy	Example
Metacognitive strategies	Centring your learning	Relating and overviewing through known material	“reviewing for acquiring a general inkling on known information.”
		Paying attention	“attempt to concentrate on what people utter”
		Postponing speech creation for converging on listening	“decide in advance to pay special devotion to definite language aspects.”
	Arranging & planning your learning	Discovering about language learning	“attempt to realise on being a better speaking expertise by innumerable revenue.”
		Organizing	“scheduling to develop speaking expertise consistently.”
		Setting objective & goals	“plan the goals habitually.”
		Classifying a duty’s goal	“do discussion purpose categorization to concentrate.”
		Scheduling for a language task	“arrange the material in successions before conducting utterance.”
		Seeking rehearsal prospects	“join the English-speaking club for upgrading speaking expertise.”
	Affective strategies	Lowering your anxiety	Employing deep breathing, advanced relaxation, or motivation

		Employing music	“listen to music when conducting speaking actions to feel relaxed.”
		Employing laughter	“lessening anxiety through laughter.”
	Encouraging yourself	Creating a positive statement	“producing an inspiring statement for myself to continue for endeavouring the best in any speaking motion.”
		Taking risk wisely	“take a wise risk (i.e., predicting the connotation or attempting to express things).”
		Rewarding yourself	“give concrete reward when done fine (in speaking).”
	Pleasing your demonstrative temperature	Noting your body	“Heed to body state which could hinder the speaking education.”
		Utilizing a worksheet	“ue the worksheet while aiming the speaking expertise development.”
		Generating a language learning diary	“keep a private diary or paper to know the enhancement”
		Conversing your feelings with others	“talk (make a discussion) to trusted ones concerning attitude and moods regarding the speaking learning process.”
	Social strategies	Asking question	Asking for amendment
Cooperative with others		Conjoining with peers	“acquire and surge my speaking expertise in a group with peers or natives”

		Conjoining with the gifted user of the new language	“ask a query for displaying curiosity & being tangled in discussion with others (in English)..”
	Emphasizing with others	Developing cultural empathetic	“challenge to acquire the ethos of the new language’s place or origin.”
		Become cognizant of others’ judgements and moods	“pay adjacent devotion to other people’s moods and judgements with whom I interrelate in speaking expertise.”

After stockpiling the evidence, a few revelations and understudies’ reactions to the survey were exposed which are shown in the underneath table.

Table 2. The Upshot of the Speaking Learning Strategies operated by Students

No .	The Strategies	Item Number	Percentage (%)
1	PART A Memory Strategies	1-8	64,54%
2	PART B Cognitive Strategies	9-13	74,52%
3	PART C Compensation Strategies	14-17	74,72%
4	PART D Meta-cognitive Strategies	18-24	82,41%
5	PART E Affective Strategies	25-28	67,92%
6	PART F Social Strategies	29-34	73,89%

The table 3 then altered into the underneath figure.

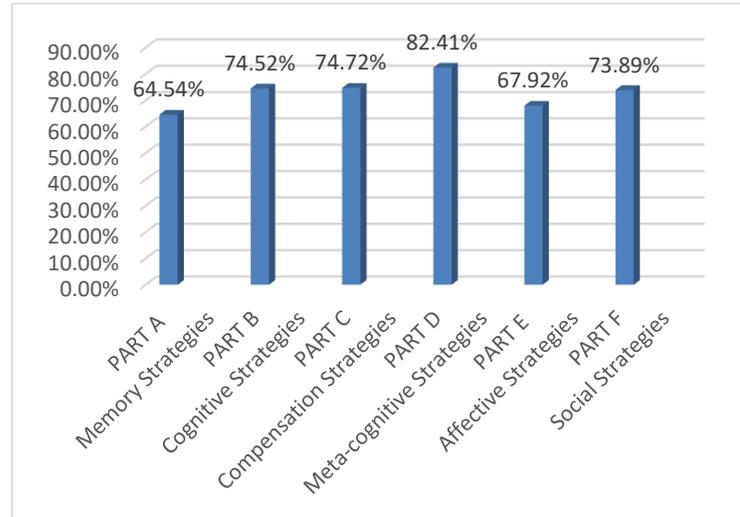


Figure 1. Comparison Ratio of Speaking Learning Strategies

It may be perceived that the understudies who operated memory strategy is 64,54%, cognitive strategy is 74,52%, metacognitive strategy is 82,41%, affective strategy is 67,92%, and the social strategy is 73,89%. Meanwhile, the foremost prevailing strategy is meta-cognitive strategy which have 82,41% rate.

Table 3. Students' Response to the Questionnaire

No.	Questions	Responses				
		A	B	C	D	E
PART A						
1	Q1	5	10	7	2	0
2	Q2	1	7	14	1	1
3	Q3	3	7	10	3	1
4	Q4	1	6	11	4	2
5	Q5	0	1	10	7	6
6	Q6	1	7	10	5	1
7	Q7	2	11	6	5	0
8	Q8	3	5	12	4	0
PART B						
9	Q9	9	8	7	0	0
10	Q10	11	9	3	1	0
11	Q11	7	8	6	3	0
12	Q12	4	7	11	2	0
13	Q13	9	10	5	0	0
PART C						
14	Q14	8	7	7	2	0
15	Q15	8	11	4	1	0
16	Q16	4	7	9	4	0
17	Q17	8	12	3	1	0
PART D						
18	Q18	9	10	5	0	0

19	Q19	10	10	4	0	0
20	Q20	14	9	1	0	0
21	Q21	15	7	2	0	0
22	Q22	5	9	4	5	1
23	Q23	9	8	6	1	0
24	Q24	8	11	4	1	0
PART E						
25	Q25	3	13	5	2	1
26	Q26	7	11	4	1	1
27	Q27	8	7	6	2	3
28	Q28	7	9	5	2	1
PART F						
29	Q29	9	9	5	1	0
30	Q30	5	7	6	1	5
31	Q31	8	12	3	1	0
32	Q32	4	11	2	3	4
33	Q33	4	7	12	1	0
34	Q34	9	7	4	2	2

A: Always	5
B: Frequently/Usually	4
C: Sometimes	3
D: Rarely	2
E: Never	1

Discussion

Based upon the inquiry upshot, the sort of operated learning strategies was the same. They associated all sorts of learning strategies proposed by Oxford with the recurrence rate being the sole difference.

The foremost frequently utilized strategy was metacognitive with 82,41%. This strategy advises assistance in leading and positioning their perceptive capacities, also weighing their development. It can assist the to discover numerous ways in upgrading the English-speaking utilization.

The second is compensation strategies which help in overcoming evidence gaps and to advance with authentic communication, 74,72% operated this strategy where they generate surmises to get unoperated words or generate gestures when they could not contemplate a word amid an English discussion.

The third is cognitive strategy with 74,52%, it empowers involved understudies to attain and deliver unoperated dialect by plentiful distinctive implies. They attempt to speak like native, observe English Language TV, or go to motion picture spoken in English.

The fourth is social strategy with 73,39%. This strategy affords expanded interaction and more intense consideration. The understudies inquire their peers to rehearse together. The fifth is affective strategy with 67,92%. It offers assistance in generating certainty. The students vest

themselves to speak English when they sense anxiety for conducting a mistake or compensate themselves when they do well.

The final strategy is memory strategy with 64,54%, which offers assistance to store and recover new data. In this strategy, the understudies attempt to materially perform new English words, as well as utilizing images or sounds of said words for memorizing.

Hence, it is settled that the understudies who possess numerous strategies will achieve incredible assessment and development.

CONCLUSION AND SUGGESTION

Conclusion

After scrutinizing the data upshot, it was showcased that the strategy most frequently used is metacognitive strategy. To acquaint themselves with English and to develop their speaking aptitude, they talked to individuals, either classmates or native speakers.

They correspondingly chose to persist in contact with English culture by observing, tuning in, and utilizing things in English to sense comfortability when utilizing English for real. By doing so, they may familiarize themselves to convey thought more fluidly and certainty.

Suggestion

Referring to the study upshot, the analyst advised that another expert to generate studies with more miscellaneous strategy and subject with this inquiry as extra reference in expectation that inquiries regarding similar topic would be used for advancing the educational process in English study.

It might also be employed as a foundation to scrutinize the learning strategies through alternative perspective, strategies, focus, and more. Preferably, this inquiry can be an appreciated orientation for other analyst who hold a distinctive point of view.

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