

**ANALYSIS OF ENGLISH LEARNING STRATEGIES IN  
SPEAKING AT ISLAMIC MODERN BOARDING SCHOOL  
DARUNNAJAT, BUMIAYU**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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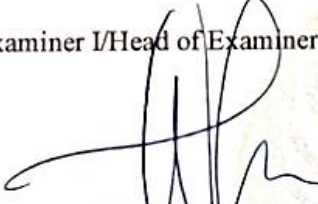
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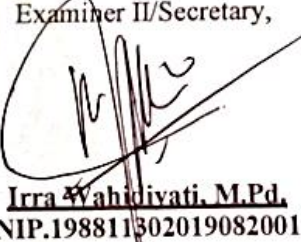
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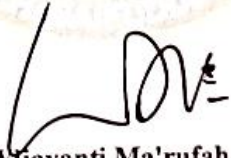
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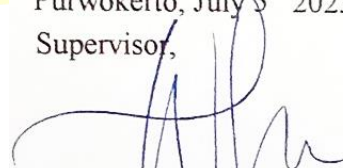
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*Wassalamu'alaikum Wr.Wb.*

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## **ABSTRACT**

### **ANALYSIS OF ENGLISH LEARNING STRATEGIES IN SPEAKING AT ISLAMIC MODERN BOARDING SCHOOL DARUNNAJAT, BUMIAYU**

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This study aims to identify the types of English learning strategies for speaking and to analyze the students' implementation of learning strategies in speaking at Islamic Boarding School of Darunnajat, Bumiayu. In conducting the research, the researcher used qualitative research. Based on observation and interview, the data collected to identify the types of learning strategies in speaking and to gain the data about the students' implementation of learning strategies in speaking. The results showed the types of learning strategies in speaking categorized in two types, they were direct strategies and indirect strategies. Direct strategies used by students were memory strategy and cognitive strategy. Besides, indirect strategies used by students were metacognitive strategy and social strategy. Additionally, the implementation of students' learning strategies in speaking was applied in various ways both directly and indirectly, such as memorizing texts of speech and vocabulary songs (memory strategies); practicing, and receiving-sending the message (cognitive strategies); centring the learning, arranging and planning the learning, and evaluating the learning (metacognitive strategies); asking questions and cooperating with others (social strategies).

**Keywords:** learning strategies, speaking, Islamic Boarding School.

## **MOTTO**

Have a good friends around you, have good peers sorround with good people  
cause you are good person too.





## **DEDICATION**

I dedicate my thesis for:

My beloved parents, Mr. Holil and Mrs. Inayah, who always motivate and pray for me for my successful.

My beloved brothers Ohid Taohid and Imam Baehaqi who always support and help me to finish my study.

All the people who have supported me and makes me brave.



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It is a precious thing that the researcher finally accomplishes my thesis entitled *“Analysis of English Learning Strategy in Speaking at Islamic Modern Boarding School Darunnajat, Bumiayu”*. It is presented to the faculty of Tarbiya and Teacher Training Department on State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto, in partial fulfilment of the requirements for the bachelor degree in English Education (S. Pd). The researcher would also like to express the deep gratitude and appreciations are expressed to the honorable:

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Purwokerto, July 5<sup>th</sup>, 2023

The writer,



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## CHAPTER I

### INTRODUCTION

This chapter describes the background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

#### A. Background of the study

Both in formal and non-formal schools, English learning in the classroom just focuses mainly on grammar mastery. The learners also need tools to apply their grammatical understanding either to formal programs or when communicating in everyday life. Zainun *et al.* (2017) stated that learners of languages can use the language they acquire in both formal and informal settings. English-related activities are offered at this particular context study both inside and outside of the classroom and are organized as an English program. The English learning strategy carried out in the boarding school Darunnajat is famous as a good place that acquire formal and informal settings in their English learning strategies by the students and the menthors

In Indonesia, a primary concern of the teaching-learning process in the classroom does not significantly improve speaking skills for the students. Based on preliminary research, the students in Islamic boarding school of Darunnajat, Bumiayu are good in language skills. The students can practice the element of the speaking in daily program and develop their English skills by communication with others. For new students who were unfamiliar with English, it was difficult to have English conversations with others so that they can communicate in Bahasa first in a month. In the afternoon, they practiced English little by little in their dormitories and memorizing vocabularies with the mentor. For conversation activity, the students gathered in the courtyard of the mosque by facing each other and practicing conversation in English. The mentor of the boarding school guided the way of conversation activity and corrected any mistakes by the students. In Tuesday night, they trained English speech that the text written by themself. As a result, although being challenging

and potentially inconsequential, this boarding school was structured and comprehended in order to maximize students' speaking activities.

English has grown in popularity as a second language and a major subject in Indonesia. According to the 2013 curriculum, especially in terms of speaking, "the goal of teaching English at senior high school level is to develop potential for students to have communicative competence in three: interpersonal, transactional, and functional discourse by using oral and written text in English" (Kemendikbud, 2017). This implies that in order to acquire English, speaking proficiency must be attained. Speaking English is difficult for those who are just starting out, particular any EFL students and Indonesian students in senior high school. Zare (2012) claims that the students may come across insufficient vocabulary, complex structures, improper tone and pronunciation, and a lack of speaking experience.

Speaking becomes a necessary skill for interpersonal communication. Speaking is another form of communication that enables people from many nations to interact and communicate comfortably (Rahayu, 2015). According to Holandyah *et al.*, (2022), learning the speaking is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. In addition, speaking is one of the most crucial things to acquire and develop when studying English. Students will find it simpler to convey ideas, emotions, and feelings, trade information, and even create social relationships with others when they already have the ability to talk. According to Kosar & Bedir (2014), speaking is the foundation of language acquisition. This indicates that there are a number of presumptions about how well someone is learning a language based on how well they can communicate. An individual's ability to speak properly and effectively with others.

Mastering in speaking is important aspect of learning English to measure the speaking skills of the students. Many students in Islamic boarding school argued that the difficulties in expressing the ideas in speaking English become the main problems, since they prefer to use Arabic to communicate (Holandyah



*et al.*, 2022). Hadijah (2014) also explained that there are students' difficulties with speaking abilities can be related to a variety of factors: lack of speaking practice, lack of self-confidence, difficulty using and recognizing the speaking material in the English textbook, the environment, and limited knowledge of the speaking skills components (pronunciation, grammar, vocabulary, fluency, and comprehension). The students also disliked studying English in favor of Islamic studies and Arabic. As a result, the learners cannot perform better for speaking skills to practice in daily life.

In addition, Rahayu (2015) stated that the students find difficulties in speaking English, they often feel afraid to say things in a foreign language. The learners are usually worried in making mistake, anxious or simply shy of the attention that their speech attracts. They have their unique methods for learning the lesson. Some students have trouble understanding the teacher's explanations. They dislike it when the teacher speaks excessively in class. However, without a through explanation from the teacher, the other students are unable to understand the lesson.

This research which focuses on the learning strategies in speaking, it is crucial because it gives learners the tools they need to take charge of their own education. Aneski (2022) explained that students can develop their skills, particularly speaking skills by understanding their learning processes. Additionally, the student will know to use the strategies that may be more advantageous and those that may not have a significant impact. Students must use English to communicate in all of their daily interactions, especially outside of the classroom. The Head and members of the language department of Islamic boarding school will punish the students if they are discovered not speaking English (Hakim, 2019).

In Indonesia, the place of learners not only at school or course sites, but there is a place for Islamic study that called Pesantren or Islamic boarding school. Islamic boarding schools are educational institutions where Muslim can pursue knowledge. According to Buang (2007) the currently recognizable Indonesian pesantren consists of a madrasah (a day school) and a pondok (a

boarding school). An Islamic boarding school is similar to a community with a mosque, boarding facility, and complex in that ustadz (teachers) and santri (students) learn, sleep, eat and generally interact throughout the day.

Islamic boarding schools have a significant role in language instruction, particularly in English, which includes four essential skills: speaking, reading, writing, and listening. The speaking ability is generally used the most at an Islamic boarding school, particularly Arabic. In the teaching and learning process, Islamic boarding schools combine two curricula: the Indonesian national curriculum, which is taught in the morning courses, and the Islamic religious curriculum, which is taught in the evening sessions. English as a foreign language (EFL) has historically been included as one of the required subjects in pesantren's national curriculum because they are the oldest schools of education in Indonesia (Sofwan & Habibi, 2016). Sabiq *et al.*, (2022) also stated that learning English can be beneficial for students' future schooling and jobs, as well as a way to socialize and spread Islamic principles among people all over the world. However, their sociocultural background and religious education determine how well they accept English.

The researcher was motivated in analyzing the English learning strategies in speaking at Islamic Boarding School Darunnajat. It is because as a place for EFL, the boarding school have learning strategies uniquely and applied by the learners in everyday conversation. The researcher chose to conduct this research as an effort to offer data to national and local educational policy makers, which will aid the learners in developing any kind of assistance programs or training for English learning strategy especially in speaking skills at Islamic boarding school, Indonesia.

There were recent research studies looked into the problems, methods, and strategies that can be used to increase students speak more clearly and fluently: Nurannisa (2015), Nisa (2020), Zainun *et al.*, (2017), Hakim (2019), Ihsan (2021), and Hidayatullah (2022). From those previous researches, the researcher focused on the used of the English strategies, problems, and challenges in speaking skills at Islamic boarding school. The current research

try to analyse that focuses on the students' learning English strategies used actively in speaking skills. There are three types of the learning strategies in Islamic boarding school of Darunnajat: memorizing, practicing conversation, and training speech. The researcher is interested in conducting an analysis of this research because it has been proven to have good strategies and create students who can speak English fluency and properly. From the description above, the researcher is interested in carrying out the study on "Analysis of English Learning Strategies in Speaking at Islamic Modern Boarding School Darunnajat, Bumiayu."

## B. Clarification of Key Terms

### 1. English Learning Strategy

To understand the meaning of language learning strategy is important in learning and teaching English. It can help to have more understanding in language learning strategies better. According to Brown (2000), Strategies are defined as distinct approaches to problems and tasks, styles of operation for attaining a given goal, and prepared methods for managing and manipulating particular information. Based on O'Malley & Chamot (1995), learning strategy is the special thought and behavior that individuals use to help them comprehend, learn, or retain new information. Besides, English learning strategy is a specific action taken by learners to understand the English subject and master the material until they develop the habit of doing effort without any problems in their learning (Laoli, 2009).

Based on the explanation, it can be conclude that English learning strategy is what learners taken in order to complete a learning task and enables effective strategy to create students' skills successfully in their English learning.

### 2. Speaking Ability

Based on Oxford dictionary (2017), speaking is the action of conveying information or expressing someones' feeling in speech. It means that, speaking ability is a media of transaction or communication between the

speaker and the listener. (Hedge, 2003) declare that for many foreign and second language learners, the speaking skill mastery is priority in English. Brown (2000) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Students will find it simpler to convey ideas, emotions, and feelings, trade information, and even create social relationships with others when they already have the ability to talk.

In conclusion, speaking is important ability for effective communication. For students, speaking skills the crucial components of communication. So, they can express their performance in learning activity for speaking performance such as speech, dialog, storytelling, and so on.

#### C. Research Questions

The research is guided by the following research questions:

1. What kinds of learning strategies are implemented by the students in speaking English at Islamic Modern Boarding School Darunnajat, Bumiayu?
2. How do the students implement the learning strategies in speaking English at Islamic Modern Boarding School Darunnajat, Bumiayu?

#### D. Aims and Significances of the Study

Based on the research questions, the objective of this research, as follows:

1. To identify the types of learning strategies implemented for learning English in speaking at Islamic Modern Boarding School Darunnajat Bumiayu.
2. To analyze the students implement the learning strategies in speaking at Islamic Modern Boarding School Darunnajat Bumiayu.

The results of this research is hoped will be useful for educators, students, and other researchers both theoretically and practically:

##### 1. Teacher

Theoretically, a teacher educator can do various strategies of learning concept employed by students when learning English as a foreign language

in reading abilities. Practically, in order to comprehend students more effectively, a teacher could put into practice ideas and insights connected to the learning technique.

## 2. Student

Theoretically, students can comprehend the kind of speaking approach learning that will enhance and accelerate their comprehension. Practically, Students may benefit from applying concepts to comprehend English and achieve their goals.

## 3. Other researcher

Theoretically, it serves as feedback or a comparison of various speaking skill acquisition methods. Practically, other researchers may use a range of techniques to learn and develop, as well as investigate, evaluate, and look at additional factors relating to the different learning processes.

## E. Organization of the Paper

The discussion of this research are divided into four chapters.

Chapter one is the introduction, which explains about background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

Chapter two is the theoretical framework. It discusses definition of language learning strategies, kinds of language learning strategies, characteristic of language learning strategies, definition of speaking, function of speaking, type of speaking, definition of speaking ability, and characteristics of speaking ability. In addition, this chapter also explains about previous studies and conceptual framework.

Chapter three is methodology which consists of research design, research site and participants, object and subject of the research, data collection techniques, and data analysis.

Chapter four are findings and discussion that explain about the profile of Modern Islamic boarding school of Darunnajat Bumiayu, curriculum and syllabus of Modern Islamic boarding school of Darunnajat Bumiayu, types of

English learning strategy implemented for learning speaking, and students' strategies that implemented for English learning in speaking skill.

Chapter five are conclusion, limitation of the study, and suggestion which is the writer outlining these issues and providing information to the readers.





## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher presents theoretical framework, previous research, and conceptual framework related to the research.

#### **A. Theoretical Framework**

The theoretical framework in this chapter are language learning strategies and speaking. The language learning strategies consist of definition of language learning strategies, kinds of language learning strategies, and characteristic of language learning strategies. Then, speaking describe about definition of speaking, function of speaking, type of speaking, types of learning strategies in speaking and characteristics of speaking.

##### **1. Language Learning Strategies**

###### **a. Definition of Language Learning Strategies**

According to Macaro (2001) stated that language learning strategies are what happens when students are learning, including their actions and ideas. Oxford (1990) also explained that a comprehensive language learning strategy is a set of particular acts, behaviors, procedures, or methods that a learner employs to advance their own proficiency in a second or foreign language. These techniques might help the learner remember or use new language.

According to the explanations above, language learning strategies can be summarized as all the actions learners take throughout language learning to improve their language acquisition, including their behavior, steps, approaches, and thoughts.

###### **b. Kinds of Language Learning Strategies**

There are several linguists who classify learning strategies differently. They disagree on how to categorize it. The discussion that follows explores various classifications of learning strategies.

Language learning strategies have been classified into five groups by Zare (2012) which are:

- 1) Planning and management techniques that help students connect to their own goals and take charge of their own learning.
- 2) Cognitive strategies are techniques and activities that students use to learn or retain information and solve difficulties.
- 3) Communication techniques that involve using either verbal or nonverbal tools to effectively communicate knowledge.
- 4) Interpretational techniques that monitor the student development and evaluate student performance.
- 5) Affective techniques that help students recognize emotions like confusion or unfamiliarity and to build a positive feelings in learning activities toward the target language.

Those are language learning strategies by Zare (2012), there are five groups that the teacher can use in learning activity: planning and management techniques, cognitive strategies, communication techniques, interpretational techniques, and affective techniques.

On the other hand, O'Malley & Chamot (1995) also classified learning strategies into three categories: metacognitive, cognitive, and socio-affective strategies.

a) Metacognitive strategies

This strategy entails steps including preparation for learning, reflection on the learning process, selective attention, and monitoring of learning following an activity. For example is the planning and monitoring process.

b) Cognitive strategies

This learning strategy has a few specific learning tasks and involves direct learning about the course material itself. For example is repetition and inference. Ma'rufah (2018) also explained that there are a variety of ways to provide opportunities for students by the teacher: giving them a discussion activity, requesting them to present what they are discussing, asking them to comment on other thoughts, asking them to perform some conversations, providing opportunities

for them to ask questions of their classmates or the teacher, and providing them with some questions orally.

c) Socio-Affective strategies

This type of method is closely related to social interaction and group engagement. For example is cooperation and question for clarification. Rubin (1987) also stated that this strategy involve learning activities that give students the chance to apply their knowledge.

In conclusion, several kinds of language learning strategies classified in many categories that can be used as a reference by the educator in planning students' strategy of learning in order to master English in speaking fluently and properly.

c. Characteristic of Language Learning Strategies

Oxford (1990) defined there are several fundamental characteristics of learning strategies concentrating in techniques that are not simply focused on the improvement of communication ability in foreign language learning, as can be seen on the following list:

- 1) Contribute to the main goal, communicative competence
- 2) Allow learners to become more self-directed
- 3) Expand the role of teachers
- 4) Are problem-oriented
- 5) Are specific actions taken by the learner
- 6) Involve many aspects of the learner, not just the cognitive
- 7) Support learning both directly and indirectly
- 8) Are not always observable
- 9) Are often conscious
- 10) Can be taught
- 11) Are flexible
- 12) Are influenced by a variety of factory

Strategies have an impact on students' learning habits because they enable independent learning and responsible learning. According to

Lestari (2015), teachers play new strategy in making sure that students learn independently and responsibly. Teachers are supposed to be able to recognize students' learning styles and help them develop their own. There will be various issues in learning activities that can be solved with the strategies. The students will also adopt particular behaviors or activities in order to solve their problems in order to enhance their learning. Additionally, various elements both inside and outside of the learners, such as motivation, have an impact on language acquisition processes.

## 2. Speaking

### a. Definition of Speaking

One of our most advanced cognitive, verbal, and physical abilities is speaking. According to Boonkit (2010), speaking is required in order to convey or receive information. When communicating with others, people casually use gestures or body language in addition to speaking to make their points clear. Speaking is referred to as the verbal method of clear communication for either interpersonal or transactional goals. Brown (2000) argued in an entirely different way that "speaking is an interactive process that combines information of production, reception, and processing".

According to Oxford (1990), speaking is the act of producing words. To say the words or make the speech, the person employs his or her brain and other physical parts. The speaker wants to communicate meaning to the audience by engaging in the activities. Speaking is the simplest form of language use, which involves making regular sounds. Speaking allows us to share our ideas with others and obtain new information, in addition to simply allowing us to communicate with other people.

### b. The Function of Speaking

Brown (2000) classified speaking into three purposes for interpersonal communication: talk as interaction, talk as a transaction,

and talk as performance. However, various practices and educational strategies are needed for each speaking function.

1) Talk as interaction

Talk as interaction functions as daily communication in which people talk with two or more people to exchange ideas and information. As a result, speaking skills are required to convey our message to others. In other words, talk in interaction refers to establishing a social relationship that focuses on how others can receive a message.

2) Talk as a transaction

Talk as a transaction is primarily concerned with the ideas or facts that individuals communicate to others in order to ensure their complete and accurate understanding. For example, rather than engaging in social interactions, teachers and students frequently concentrate on understanding their conversation.

3) Talk as performance

The speaking function in this context concentrates more on monologue activities than dialogue activities such as news reading, speech, etc.

Based on explanation above, the function of speaking is useful for each person to understand the purpose of the spoken word and communicate with each other personally, interpersonal, and in groups. For example: greeting interaction, storytelling, speech, drama, group discussion, and so on.

c. The Type of Speaking

Based on Drachsler & Kirschner (2011), the main focus of language learning is the improvement and mastery of conversational abilities. He classified the speaking into two categories, which are:

1) Monologue

Monologue is identified as a speaking exercise involving only one person's role. This types of speaking is performed by just one speaker without the assistance of any other speakers which includes



speeches, presentations, and so on. The monologue is divided into two parts: the prepared monologue and the spontaneous monologue.

A prepared monologue is a speaking exercise that has been prepared with guidance, including texts or notes that are required during the monologue activity. An unplanned monologue is a speaking exercise that doesn't require text or notes, but the speaker just speaks spontaneously.

## 2) Dialogue

To carry out daily activities, the dialogue uses multiple speakers. To carry out the daily activities, the dialogue uses multiple speakers. While transactional communication is on sharing information or ideas with others, interpersonal dialogue is more concerned with social relations. In this case, following with the goal of this research, the researcher concentrates on interpersonal communication.

However, certain speaking requirements must be fulfilled in order to recognize between good speaking and terrible speaking (Hariani, 2018). The factors are:

- 1) Pronunciation is how a word's pronunciation spoken appropriately. Learners of English must be able to pronounce words well so that others can understand them.
- 2) Grammar is a technique or set of rules for organizing a certain linguistic pattern into a proper sentence structure.
- 3) Vocabulary is a group of words that are familiar to certain people and become a part of a specific language.
- 4) Fluency is a measure of a person's ability to speak. Usually, someone who has good fluency in a language, then they quickly and easily communicate appropriately.
- 5) Comprehension is a person's ability to understand a purpose and meaning in a conversation. The more a person has a high understanding then this can affect his speaking ability.



#### d. Types of Learning Strategies in Speaking

According to Oxford (1990), learning strategies classified into two types, direct and indirect strategies. There are six group of learning strategies in speaking consist of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

##### 1) Direct Strategies

Direct strategies are those that have a direct influence on learners' learning. The group of direct learning strategies include memory, cognitive and compensation strategies.

##### a) Memory strategies

Memory strategies are techniques to aid students in retaining new information for later retrieval. There are three methods for the students who want memorizing some vocabularies: creating mental linkages (placing new words into a context), applying images and sounds (representing sounds in memory), and reviewing well (structured reviewing).

##### b) Cognitive strategies

Cognitive strategies are direct strategy that involves manipulating or transforming language. There are three strategies that students can employ their speaking learning effectively:

- (1) Practicing: repeating, normally practicing with sounds and writing system by taking notes, recognizing, using formulas and patterns, recombining, practicing naturistically.
- (2) Receiving and sending message: using resources for receiving and sending the message. In this strategy, Sartika (2023) also stated that the speaker's goal to the speech partner is to get the desired outcome. This can be done through informing, persuading, suggesting, giving orders, and other things.

(3) Analysing and reasoning: reasoning deductively, translating, and transferring. The students usually have to “reason out” new languages by creating formal models based on analysis and comparison, formulating general rules, and then revising those rules when new information becomes available. Some of strategies covered are deductive reasoning, analysis of expression, analysis of contrast (across languages), translation, and idea transfer (Rahmawati, 2021).

c) Compensation strategies

Compensation strategies are behaviors utilized as compensation for missing knowledge. The strategy that can help the students whose their vocabularies are still limited:

(1) Overcoming limitations in speaking and writing

Some tips for the students who are still learning and do not speak English fluently are:

(a) Switching to the mother tongue: use ‘code switching’ that the speaker used word in L1 (first language) in the middle of an L2 (second language) sentence.

(b) Getting help: requesting the L2 word or phrase that you can’t remember or don't know from the person you are conversing with.

(c) Replacing the word or phrase you can’t remember or don't know with mime, a gesture, or a nonverbal sound like a sigh.

(d) Partial or complete avoidance of communication (such as avoiding specific aspects of a topic or a message when you're unsure of the appropriate vocabulary).

(e) Modifying or approximating the message: reducing complexity, sacrificing accuracy, or subtly altering ideas.

(f) Creating new words, such as "paper holder" for "notebook" and "teachers' room" for "staff room." You

may also try to make a LI word seem like an L2 word (for example, "you need to revise" would become "devi revisere" in English.

- (g) Using a circumlocution or a synonym: explaining, rephrasing, or just offering a near counterpart to get around the problematic word or phrase.

## 2) Indirect Strategies

Indirect learning strategies are strategies that have an indirect effect on learning. The group of indirect learning strategies include metacognitive, affective and social strategies.

### a) Metacognitive strategies

Metacognitive or "beyond-the-cognitive" techniques are employed to provide learners control over the process of learning. The steps of learning for students to increase their English proficiency are:

- (1) Centering your learning: overviewing and linking with already known material, paying attention, delaying speech production to focus on listening.
- (2) Arranging and planning your learning: finding out about language learning, organizing, setting goals and objective, identifying the purpose of a language task, seeking practice opportunities.
- (3) Evaluating your learning: self monitoring, self evaluating.

### b) Affective strategies

Affective strategies are techniques to better manage students' emotions. The student who still feel shy or not confident to speak English with others can employ the following strategies:

- (1) Lowering your anxiety: using progressive relaxation, deep breathing, or meditation, using music, using laughter.
- (2) Encouraging yourself: making positive statement, taking risks wisely, rewarding yourself.

- (3) Taking your emotional temperature: listening your body, using checklist, discussing your feeling with someone else.

c) Social strategies

Social strategies are learning techniques involve interacting with others while learning process. Social strategies involve learning activities that give students the chance to apply their knowledge (Rubin, 1987). The strategies that can used by students to talk each other in daily activity are:

- (1) Asking question: asking for correction.
- (2) Cooperative with others: cooperating with peers, cooperating with proficient user of the new language.
- (3) Emphasizing with others: developing cultural understanding, becoming aware of others' thoughts and feeling.

Based on those learning strategies, there are still some kinds of different speaking strategies that students can employ in their learning process. In conclusion, the students can increase their speaking skill to communicate with others confidently because of several variety of learning activities.

e. Characteristics of Speaking

According to Mazouzi (2013), when designing learning strategies for students in speaking skill, it is important to equalize fluency and accuracy success. Important components of a speaking activities include accuracy and fluency. Students can improve their speaking skills by practicing in class. So it makes sense that they would be familiar with how the linguistic system functions. Speaking performances have the following characteristics:

1) Fluency

The fluency is the main goal of speaking skill instruction. Leong & Ahmadi (2017) stated that fluency is the ability of the learner to talk in a way that listeners can understand so that communication doesn't break down because listeners might lose interest. Hedge (2003)

expressed that fluency is the ability to speak fluently, pronounce sounds clearly, connect words and phrases, and use stress and intonation when answering questions.

## 2) Accuracy

Learners should be proficient in the language they are learning. Therefore, when learning activity, teachers should put a lot of emphasis on accuracy. When speaking, learners should pay attention to the accuracy and completeness of language form, focusing especially to grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

Luoma (2005) explained that complex, lengthy, and well-structured phrases are necessary for learners to correctly apply grammatical structures. To increase vocabulary accuracy, choose appropriate words for appropriate settings. Sometimes, when used in different settings, learners will use words or idioms that are similar but have different meanings. Therefore, students should be able to correctly utilize words and expressions. According to Mazouzi (2013), students pay the least attention to pronunciation because it is at the lowest level of understanding. Learning the phonological rules and becoming familiar with the different sounds and their pronunciations are essential for speaking English with accuracy. Stress, intonation, and pitch should all be known by learners. Learning to speak English fluently and successfully is made possible by all of these factors.

## B. Previous Studies

Based on several sources related to this research, the researcher presented several previous studies that have correlation to this research. There were the results comparison between this research and the previous studies:

Firstly, a thesis by Ervi Nurannisa in 2015 entitled “*Students’ Strategy in Improving English Speaking Proficiency at Modern Islamic Boarding School of Darul Hikmah Tulungagung*”. The aim of the study were to know the



speaking techniques used by students at Modern Islamic Boarding School of Darul Hikmah and how well those strategies help students' English skills. The similarity with this research is used qualitative data by doing observation and interview. The subject of the study fulfilled by following criteria who have good speaking proficiency, but this research used all of students in boarding school. The findings of the study revealed that using a variety of learning strategies to acquire certain speaking-related skills helps students to speak fluency.

Secondly, a thesis in 2020 by Fitrotun Nisa entitled "*Students' English Learning Strategies in Speaking Skill*". This research is aimed to describe about the students' learning strategies in speaking skill and the strengths and the weaknesses of the learning strategies used by the students in the Islamic Boarding School of Tahfidz Darr Alqalam, Ngaliyan, Semarang. The similarity with this research is the data collected by descriptive qualitative approach through observation and interview. The study was focused on the process of students' learning strategies and the strengths and the weaknesses of the learning strategies, but this research are focuses on types of students' learning strategies and employes the students' learning strategies in speaking ability. The results of this research there are the students applied almost all of the strategies in mastering their speaking skill proposed by (O'Malley & Chamot, 1995). In addition, the strengths for the students are they got many new vocabularies, they could speak English fluently, they knew how to pronounce the words, and they more confident in speaking English. The weakness are low in their grammar because they more focus on their speaking and tend to ignore the grammar.

Thirdly, a proceedings entitled "*The Process of Teaching and Learning English Lesson at Modern Islamic Boarding School in Banda Aceh, Indonesia*" written by Zainun, Asnawi Muslem, Bustami Usman, and Arifin Syamaun in 2017. The research had similarity with this research that the data employed qualitative research through observation and interview. Reseearcher was trying to focus on the curriculum used, teaching materials and resources,



teaching methods, classroom activities, and students' assessment. But, this research focuses on learning strategy especially at speaking ability by daily communication, training speech, and menthor's method. The result showed that the process of teaching and learning English at Babun Najah Modern Islamic is different from regular public schools in Banda Aceh in terms of curricular used, teaching materials, teaching method, teaching activities and assessment.

Fourthly, an article entitled *"Improving Students' English-Speaking Skills through Behaviour Modification in Indonesian Islamic Boarding Schools"* by Izzuddin Hakim in 2019. The purpose of this research are to investigate Islamic Boarding Schools-applied in English Learning Teaching (ELT) strategy, and to extent the effectiveness in improving speaking skills of the students. The similarity with this research is the data was used qualitative approach in which observation and experiences, then combined with some library findings. The research is focused in ELT strategy, but this research is focuses on the learning strategies to students. The goal of the research is found that Islamic Boarding Schools has made use of a behaviour modification as ELT strategy. The behaviour modification is able to encourage students to communicate in English in their daily activities.

Fifthly, a thesis by Ihsan in 2021 entitled *"Using Communication Strategy In Learning Speaking Ability at English Boarding House (Case Study at Islamic Boarding School of Sumber Payung Sumenep)"*. The purpose of this research were to describe the implementation and the evaluation of learning speaking ability through communication strategy. The similarity with this research is the data was used qualitative descriptive in which observation, interview, and document. While the research is focused on communication strategy, this research is not only on communication strategy, but also in speaking performance and menthor's method. The results of the research were the implementation of learning speaking ability through communication strategy at the English boarding house of Sumber Payung was implemented in the classroom and outside of classroom activities. In addition, the evaluation of learning speaking ability through communication strategy at the English

boarding house of Sumber Payung was oral form, they conducted storytelling that was done every week.

Lastly, a thesis entitled "*The Influence of Language Environment in Islamic Boarding School on The Achievement of English Speaking Skill*" by Iqbal Hidayatulloh in 2022. The purpose of this research is to determine students' English speaking skills in the material of asking and giving suggestions and opinions in the experimental class before and after applying the language environment. The difference of this research was used quantitative approach and focuses on the influence on the Language environment. The research has similarity with this research that focuses on speaking ability. The research's goal is to find out whether or not the language environment influenced students' English speaking skills when it came to asking for and giving suggestions and opinions.

From the previous researches above, the researcher focused on the process of teaching and learning English strategies, problems, challenges, strength and weakness especially at Islamic boarding school. The current research tries to analyze the students' implementation of learning English strategies especially in speaking skills such as daily conversation and training speech. The researcher is interested in conducting an analysis of the study to find an effective learning method and create students who can speak English properly and fluently.

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents with research design, research site and participants, object and subject of the research, data collection techniques, and data analysis.

#### **A. Research Design**

This research used descriptive qualitative research design to answer the questions of the study. Sanjaya (2020) explains that descriptive research is a study activity aimed at clarifying or describing the facts and characteristics of a population that are factual, accurate, and systematic. Qualitative research used to collect data in the field at the site where participants experience the issue or problem under study (Creswell, 2014).

In this research, the researcher conducted the research on a case about what were the English learning strategies in speaking skill and how the learning strategies implemented in the boarding school. By using the descriptive qualitative research, the researcher obtained the data, then analyzed it so that the researcher got the knowledge deeply about English learning strategies in speaking skill by students.

#### **B. Research Site and Participants**

This research conducted at Islamic Modern Boarding School Darunnajat, Bumiayu, Brebes. The reason of choosing this Islamic Boarding School is because this dormitory not only learning about religion but they also learn English, Arabic, and some extracurricular. Students in Islamic boarding school Darunnajat is obligated to speak English every two weeks in one month both within the dormitory environment and during activity outside of boarding school. Islamic boarding school Darunnajat was located at Tegalmunding, Pruwatan, Bumiayu, Brebes, Central Java.

The total of students' number in Islamic boarding school were 1042 students, including the male students consist of 438 students and the female students consist of 604 students. The participants of this research were the 2 menthons of language motivator and 4 students from different classes.

Additionally, the researcher received some criteria for chosen the 4 students, including the recommendations from the mentors of English department.

#### C. Object and Subject of the Research

According to Abdussamad (2021), object of the research in qualitative data not limited by the number of respondents. Then, subject of the research related to what or who is being studied, to know from where the data was obtained that called the unit of observation. He also stated that observation unit aims to explain what or who is the source of research data. Data source research can be in the form of people, objects, documents, or a process, and others.

The object of this research was to identify the types of English learning strategies especially in speaking skill and analyzed the students implement the English learning strategies in speaking skill at Islamic boarding school of Darunnajat. The subject of this research was the students at Islamic Boarding School Darunnajat, because they were required to be able to communicate in foreign languages. Four people served as the research's subject. Additionally, the researcher also received some criteria for the chosen subjects, which were suggested by the mentor of the English department.

#### D. Data Collection Techniques

##### 1. Observation

The observation in this research was focused on the learning process of speaking skill in the modern Islamic boarding school of Darunnajat, Bumiayu. The researcher used non-participant observation to gather the data, acting as a passive participant. It indicates that the researcher not actively involved in the learning activities. The researcher directly observed some activities of learning English in Islamic Boarding School of Darunnajat. There were public speaking and conversation activity. In public speaking, the researcher used observation checklist and taked notes for 4 meeting. The meeting of public speaking carried out as follows:

- a. The first meeting was held on Monday, March 6<sup>th</sup> 2023
- b. The second meeting was held on Monday, March 13<sup>th</sup> 2023.
- c. The third meeting was held on Monday, May 8<sup>th</sup> 2023.

d. The fourth meeting was held on Monday, May 15<sup>th</sup> 2023.

Additionally, the researcher also collected the data by doing observation in conversation. In this activity, the researcher used in taking field notes for 4 meeting. The meeting of conversation activity carried out as follows:

- a. The first meeting was held on Thursday, March 9<sup>th</sup> 2023
- b. The second meeting was held on Thursday, March 16<sup>th</sup> 2023.
- c. The third meeting was held on Thursday, May 11<sup>th</sup> 2023.
- d. The fourth meeting was held on Thursday, May 18<sup>th</sup> 2023.

The researcher observed, taked notes through the field notes, and recorded them while learning activities by the students. The researcher conducted observation for 8 days in this boarding school included public speaking and conversation activity.

## 2. Interview

Based on Sanjaya (2020), interview is a research technique conducted through dialog way between the researcher and the interviewed either directly by face-to-face or indirectly through a particular media outlet as a source of data. According to Sugiyono (2015), there are several types of interviews, namely structured, semi-structured and unstructured interviews.

Based on explanation above, the researcher used semi-structured interview which in practice was carried out flexibly compared to structured interview. A semi-structured interview aims to Sugiyono (2015) obtain a more comprehensive response in which the informants can share their ideas and suggestions. The researchers paid attention during interviews and taked notes on what the informants say. Before conducting the interviews with the informants, the researcher prepared a list of questions relating to the research issues about learning strategies by students. The researcher asked the students for their opinions and ideas about learning strategies and their difficulties when they speak English both in performance and daily conversation.



The researcher did the interview with two of the mentors of language motivator on Monday, March 13<sup>th</sup> 2023. The researcher asked them about their ideas about learning strategies, strenght and weakness, and also learning media that used for supporting the learning strategies in speaking skills. In addition, the researcher also did the interview with four of students one by one on Tuesday, March 14<sup>th</sup> 2023. The researcher asked them about learning strategy, students' difficulties, and learning media that used for helping their learning speaking. In addition, the researcher had some tools at hand, such as a note book to write crucial data or a smartphone to record informant responses.

### 3. Documentation

During the research, the researcher can collect qualitative document. These may be public document (e.g newspapers, official reports, etc.) or private documents (Creswell, 2014). The researcher chose documentation as the instrument in order to collect the data dealing with the book of English education from Gontor, daily conversation and vocabulary songs book made by mentor of boarding school, also some pictures of English learning strategies used by students in this boarding school.

### E. Data Analysis

Analysis used in this research was an analysis according to Miles *et al.* (2014). Activities in this type of data analysis technique were carried out interactively and constantly until they were finished and saturating the data. The steps of data analysis included data reduction, data display, and conclusion drawing/verification. The steps involved in data analysis were categorized as follows:

#### 1. Data reduction

The data collected are documented as report or detailed data. The data acquired was utilized to generate reports that are simplified, summarized, select out the most significant details, and center on those issues (Sujarweni, 2014). Data reduction involved simplifying, selecting



the key elements, concentrating on crucial things, and exploring for themes and patterns. The researcher was able to narrow the data by following these 3 steps:

- a. Gather the data: The data was gathered by documentation, followed by an interview where participants were given a list of questions to answer.
  - b. Identification: Following the collection of the data, the data was classified using the students' speaking ability in English learning strategies.
  - c. Classification: Following the data's identification, it was divided according to the strength and the weakness of the students' speaking ability English learning methodologies.
2. Data display

According to Sujarweni (2014), the data collected are divided by topic matter and organized into a matrix to make it simpler for the researcher to understand the patterns of how the data relate with each other. It will be simpler to understand what is happening and manage further work based on what has been learned by displaying data. The next step is to categorize the learning strategies based on specific features after the data have been collected. The principles of language acquisition techniques were used to analyze the data (O'Malley & Chamot, 1995).

3. Conclusion drawing/verification

For the last step, the analysis' result lead to conclusions based on the completed research. A conclusion will be reached in this case as a result of the analysis (Sugiyono, 2015). In this case, the conclusion took the form of a discussion of the students' speaking strategies for English learning.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the data analysis and discussion to answer research questions which have been collected from the observation, interview, and documentation. The important points of this chapter are to identify types of English learning strategies in speaking and to analyze how the students implemented their learning strategies in speaking at Islamic Modern Boarding School Darunnajat Bumiayu.

#### **A. The Types of English Learning Strategies in Speaking at Darunnajat Bumiayu**

Learning English has recently been a crucial factor for people both in children and in adults. Besides demands from school, the English language is used for requirement to employment, foreign school, or something else. Therefore, there are few institutions apart from schools like Islamic boarding schools that enforce English education and are even required to be practiced in daily life. One of the Islamic boarding school that have applied English learning as an obligation for communicating with others in daily activity is Islamic modern boarding school Darunnajat at Bumiayu, Brebes, Central Java.

According to Oxford (1990), learning strategies in speaking at Darunnajat classified into two types, direct and indirect strategies. The data shows that direct strategies applied on memory strategies and cognitive strategies. Besides, Indirect strategies applied on compensation strategies and social strategies. The types of learning strategies applied by students for their speaking are explained as follow.

##### **1. Direct strategies**

The students' learning strategy directly for speaking implemented memory strategies and cognitive strategies.

##### **a) Memory strategies**

The first strategy used by the students' learning strategies in speaking is memory strategies. Based on the observation, the speech activity were integrated by memorizing the vocabulary songs through

singing together, the title of the songs such as colors, places, clothes, things, and so on. This strategy also applied by the students for memorizing the speech texts. In addition, before the speaker performed in front of the audiences, they had to write, memorize, and perform the speech texts on by one. The speaker did not allowed to read some texts or other notes.

In addition, Mrs AK as the menthor of language motivation at Darunnajat informed that before the speech activity was carried out, the students had to memorize the text of speech.

*“...The students are given the opportunity by the menthor to memorize the speech from Saturday to Monday night and then there was memorizing vocabularies song too in public speaking. On afternoon of Monday, we invite the students to practice their speeches while checking their speech memorization and pronunciation.”* (Interview with menthor AK on March 13<sup>th</sup>, 2023).

It shows that memory strategy is applied by students for memorizing their material of speech and singing vocabularies. In addition, the student memorization checked by the methor on Monday afternoon.

*“...Before that, the speaker made the speech text first and then the grammar is checking by the language methor. Then, they memorize the text and practice on their own in their room, sometimes also train with the menthor for checking the pronunciation. When the public speaking, the students singing vocabularies song, so they memorize them in memory by listening and more practicing”* (Interview with menthor LM on March 13<sup>th</sup>, 2023).

It also shows that the students had to memorize the speech text and train in their own way, then the menthor checked students pronunciation before their performances. By singing vocabularies song, the student listened and practiced the words so that they remembered them in memory.

Based on those findings, this method applied by students to memorize some vocabularies by representing sounds in memory (Oxford, 1990). When the students sang the vocabularies song frequently, they became familiar to the words by repeatedly practicing their memorization with friends (Fajrina, 2015). So, this strategy is

needed for students learning strategy in speaking skills and used their vocabularies in daily communication.

In this strategy, the students also had to memorize the text of speech and vocabularies songs to maximize their public speaking. The speaker had to memorize their speech text to acquire and understand spoken English clearly by the audiences when they performed it (Fadlilah, 2020). When speaking in front of others, they struggled to remember what to say and lacked sufficient knowledge (Leong & Ahmadi, 2017). In addition, students also mentioned that they were still confused for pronouncing the words while speaked with others. Therefore, the stategy of memorize some words and sentences could be useful for students to acquire a lot of vocabularies and the content of the materials. In conclusion, memory strategies is an important point for students so that they could practice their language properly wether in public or in daily conversation.

b) Cognitive strategies

The second strategy applied by the students' learning strategy directly in speaking is cognitive strategies. This learning strategy had few specific learning tasks and involved direct learning about the course material itself consisted of practicing, receiving and sending message (Oxford, 1990). These learning strategies implemented in conversation among the speaker and the partner.

Firstly, the strategy used by students is practicing strategy. The students had a lot of practicing in their learning speaking. As stated in the following interview excerpt:

Student 3: “...*What I do is a lot of practice. Although lthe language has to be practiced a little bit, it's okay. Usually we practiced with our roommates and the menthor too.*” (Interview with Student SA on March 14<sup>th</sup>, 2023).

It shows that the students had a lot of practice in their speaking practice with the menthor and their friends.

Student 4: *"...Most importantly, it must be practiced. Usually, Persada's sister also gives us some vocab that we don't know yet and then we practice the pronunciation as well."*

It also shows that the students practiced their pronunciation and got new vocabularies from the menthor.

Based on the observation, the students practiced their language orally in face to face on Thursday afternoon. The students consisted of the speaker who had high level in English skills, and the partner who had the low level in English skills. The speaker from 3rd and 4th grade, while the partner from 1st and 2nd grade. Conversation activity include of greeting, giving materials, giving vocabularies, and closing.

Secondly, the learning strategy used by students is receiving and sending message. In this strategy, the speaker had to use resources when they created the material. Based on the observation, the students brought a dictionary and conversation book while the conversation. Before conversation, the speaker have prepared the material such as Special Person, Shopping, Changing of the weather, and Musical Instruments. The listener had to take notes in their conversation book to write the material or some vocabularies and then practiced it with the speaker.

Basically, there were some resources for helping students while practiced their speaking skills as follow.

*"...A dictionary, a daily conversation book that we used from Gontor and the book from here is similar to the daily conversation book but we used it like syllabus model, that named by Marhalah. It contains guidelines regarding grammar, vocabularies song, and the examples of conversations."* (Interview with menthor AK on March 13<sup>th</sup>, 2023).

Based on the excerpt, some of resources used by students for sending and receiving strategy were dictionary and daily conversation book from Gontor.

According to those findings, the students had to practice a lot to increase their speaking skill such as practicing, and receiving and sending material (Oxford, 1990). The students recognized to acquire more vocabularies and used it gradually in their learning. These strategies aimed to increase the students speaking abilities by



comprehending the material and solving the problem in which the students applied with spesific material or topic (Zare, 2012).

In addition, the students applied the cognitive strategies were utilized for students in learning strategies that required analysis immediatly the materials (Hardan, 2013). The topic is determined by the menthor, and the speaker had to prepare the material sourced on daily conversation book. In accordance with Wael & Ibrahim (2014), this strategy can be useful for students which allows them for transferring material by pronouncing words. Both of speaker and listener, they already sended and accepted the material by discussing naturally. In conclusion, the practice of learning orally is important things for students so that they had not to speak only, but emphasized to master the intent of the materials.

## 2. Indirect Strategy

The students' learning strategies indirectly for speaking were applied metacognitive strategies and social strategies.

### a) Metacognitive strategies

The first strategy was have done by students learning speaking strategy indirectly is metacognitive strategies. Based on the observation, the students gave a chance from the menthor to manage in their own way start from opening until the end of the learning process. There was a learning activity that only involved by students in informal setting, it called by public speaking. Public speaking was consisted of Master of Ceremony (MC), speakers, audiences, and supervisor. The students applied public speaking were stated in the interview as follow:

Student 2: *"...public speaking is one of the ways to show our telling so as much as possible we have to be speakers who are able to train mentally to appear in public, and practice language as well, as much as possible we must be confident by having to use the correct language."* (Interview with Student WR on March 14<sup>th</sup>, 2023).

Based on the student's 2 statement, public speaking is a way for students to show their speaking skills, they trained to be confident and practiced in their own to built their best mentally for speaking in public.



Student 4: “...*Speech is an activity that are useful for mental training to be more confident, increase knowledge, and acquire new English vocabulary. In this activity, the students sing vocabularies songs to memorize vocabulary and help mastery of words in English.*” (Interview with Student SZR on March 14<sup>th</sup>, 2023).

It shows that public speaking was helped the students mentally for speaking in front of the class. This strategy is useful for students' learning individually to get the knowlegde and acquire new vocabularies.

According to the findings, this strategy was managed by the menthor for training the students' public speaking such as preparation for learning, schedules of speaker, and monitoring the process (O'Malley & Chamot, 1995). In addition, the menthor also supported the students to control their own learning processes as well as to concentrate, organize, and review their development toward speaking proficiency (Oxford, 1990). These strategies have been used by students to increse their speaking abilities and their mentally so that they could speak confidently in front of the people.

The menthor provided proper instruction by singing vocabulary songs that have been able to encourage students' motivation and awareness in the process of learning (Wael & Ibrahim, 2014). The students had to sing vocabularies songs for interlude after the students advance alternately, so the audience could not feel bored or sleepy while listening the explanation from the speaker. According to Farmand's (2013) statement, vocabularies song was useful for students to enhance motivation, memory, concentration, and make learning English more enjoyable. The students must be familiar with the song's vocabularies and had heard it multiple times in order to the best outcome. In conclusion, metacognitive strategies was a learning strategy that applied by students for controlling their own learning started from planning until the end of the learning process, although the menthor still monitored them to gave some suggestions if there was any problems.

b) Social strategies

The fourth strategy was conducted by the students while speaking English with their roommates is social strategies. Based on the observation, the researcher found that the student communicated with others in daily activity by speaking English. Additionally, the learning system of Islamic Modern boarding school Darunnajat, Bumiayu was adopted from Islamic boarding school Darussalam, Gontor. Therefore, the students were obligated to speak English in daily activity that scheduled in every two weeks on one month that stated in the interview as follows:

*“....The students are obligated to take part in every English activity, including public speaking and conversation, then they should applied their English every two weeks on one month. Usually there is a spy paper that used for reporting from the students or their roommates that did not used English accordance to language schedule.”* (Interview with menthor LM on March 13<sup>th</sup>, 2023).

It shows that the students obligated to speak in English 2 weeks that have been scheduled by menthor of language motivator, the students also required to participate in all of the English program. In addition, there was a spy paper for students who did not speak a foreign language that reported from their friends or roommates.

There was a learning strategy used in this cottage to help the students speak English naturally with others, it called by conversation. Basically, there were some students who had high quality in speaking English and low quality in speaking English. In conversation, the researcher found that the students communicated for asking question and requesting for correction to the partner, because they did not know some of vocabularies or pronounced the word. The students who could speak in English fluency also became aware to the partner and maked simple words to communicate clearly and properly. This strategy is gave a chance the students to apply their knowledge based on the topic from the menthor.

In addition, the students also had some of problems while they communicated English and suggestions how to solve them.

Student 1: “...*Difficulties in pronunciation, then difficulties in adjusting words because we have to use grammar, and so on. If there is some of words that we don't know about the meaning, usually we immediately ask to my roommates or to the partner in conversation activity.*” (Interview with Student FNZ on March 14<sup>th</sup>, 2023).

It shows that there were some students' difficulties in speaking: pronouncing and adjusting some words, and then using grammar. For solving those problems, they asked immediately to their partner or friends.

Student 2: “...*Sometimes we still confused because there are some vocabularies that we don't understand yet but after that we asked with friends who know the meaning or to the menthor of the room.*” (Interview with Student WR on March 14<sup>th</sup>, 2023).

The student 2 mentioned that some students still confused to adjust their vocabularies in communicating with others, but they had oppotuned from their friend or menthor to ask about the problems.

Based on those findings, the practice of students in speaking English naturistically had more effective in formal setting. The students communicated in social behavior with their friends and menthors. The students had better opportunity to develop and master their language skills in an informal setting (Hidayatullah, 2022). The rules of this Islamic boarding school encouraged the students to use social strategies and facilitated them through interactions with others (Zare, 2012). Therefore, the practice of speaking in social behavior is important so that the students can increase their skill both in theory and practically.

Furthermore, the practice of communication is one of the important points for students. If they had some problems while communicated in daily activity, the students had to be active for asking and getting help about the meaning of the words to their friends or menthor of room. The students were motivated to create other phrases or find other vocabularies that had similar meaning and would not rely on the dictionary (Pebriani, 2013). Thus, this strategy is needed for students

although they still lack of vocabularies and confused to speak English without feel afraid to be wrong while practiced with others. While this strategy used the speaker's goal was getting the desired outcome for the partner (Sartika, 2023). The speaker had to master the material properly while they was transferring the topic to the others. In conclusion, the social strategies is implemented by students in their daily communication and conversation practice.

## B. The Implementation of English Learning Strategies in Speaking at Darunnajat Bumiayu

The implementation of students' learning strategies in speaking were applied various ways both in direct strategies and indirect strategies.

### 1. Direct strategies

The implementation of students' learning strategies in speaking directly have various ways, there were memory strategies consisted of memorizing the text of speech and vocabulary songs and cognitive strategies consisted of repetition and practicing.

#### a. Memory Strategies

The memory strategy was implemented by students in their learning such as memorizing the text of speech and vocabulary songs. For memorizing, the students helped by the menthor to get as much new vocabularies as possible every day.

#### 1) Memorizing the text of speech

Firstly, the students' implementation for their learning strategies was memorizing the text of speech. This strategy is needed for students so that they could present the material fluently.

Student 2: *"....during public speaking we are asked to write the vocabularies from our material in the speech book. And before that, we also have to memorize the text of speech."* (Interview with Student WR on March 14<sup>th</sup>, 2023).

It shows that the students' learning strategy of memorizing is applied by memorizing the text of speech. Before they presented material in public they had to practice and memorize it properly.

Student 3: *"...Usually, we instructed to make the text of speech in a book then memorize it and we also practiced with the menthor."* (Interview with Student SA on March 14<sup>th</sup>, 2023).

Student 3 stated that after the students memorized the text of speech, they practiced it with the menthor so that the students can performed their speech perfectly.

Based on the observation, text of speech is written by the speakers and memorized it to create their speaking fluently and well conveyed to the audiences. It can be concluded that the speaker memorized the speech text is needed before they performed in front of people. This strategy also could be useful for students to get new knowledge and trained their pronunciation. .

## 2) Singing the vocabularies

Secondly, the implementation of students' strategies to acquire their new vocabularies is singing it together. This strategy is used as an intermezzo before the next speaker presented their speech. Based on the observation, the public speaking integrated by singing vocabulary songs together such as colors, places, things, and so on. This strategy helped the audience to not feel bored and sleepy in the classroom.

Student 1: *"...For memorizing vocabulary, we usually sing them during public speaking, sometimes these vocabularies are practiced in daily life."* (Interview with Student FNZ on March 14<sup>th</sup>, 2023).

Student 1 stated that the students memorized vocabularies by singing them in public speaking. Additionally, the students had to memorize some and sing them while public speaking were stated in the interview with student 4 as follows:

Student 4: *"...There is a vocabularies song book, usually we have to memorize and sing them at the speech activity."* (Interview with Student SZR on March 14<sup>th</sup>, 2023).



In conclusion, the ways of students acquired their vocabularies is remembered them in memory by singing together. This strategy also used as an intermezzo of public speaking before the next speaker performed their speaking.

According to those findings, the speaking learning strategies used by students for memorizing strategy are memorized the text of speech and vocabulary songs (Fajrina, 2015). Firstly, memorization the speech text assisted the students in retaining key knowledge in their mind during their learning (Hardan, 2013). This strategy is effective way for students' learning to motivate them through gained new vocabulary and expressions into both spoken and written English (Lee & Heinz, 2016). So, the students had to comprehend the material in order to create a perfect appearance in front of their friends.

In addition, this strategy also consisted of memorizing vocabularies song, the students only remembered the words or sounds and may not acquired the knowledge (Pebriani, 2013). In this strategy, the students had to sing some of vocabularies about colors, things, places, and so on. This strategy is motivated the students to participate in the process of learning and also helped their accent production and pronunciation (Farmand, 2013). In addition, vocabularies song was helpful for students' learning to create their motivation and acquire a lot of vocabularies in memory by listening and singing them together. In conclusion, the memory strategies for students' learning consisted of memorizing the text of speech and vocabularies song in public speaking. The students' memory not only created by their own way, but they have the mentor who guided and helped them in memory strategies.

b. Cognitive strategies

The implementation of students' cognitive strategies for their speaking abilities in the classroom was applied in various ways such as practicing, and receiving and sending material (Oxford, 1990). These



strategies is implemented in students' conversation on every Thursday afternoon.

Based on the observation, the researcher found some strategies that used by the students while conversation as follow.

#### 1) Practicing

The first cognitive learning strategy was implemented for students speaking abilities is practicing. This strategy is useful for students to speak English a lot and acquired some of vocabularies. Based on the observation, practicing strategy is applied by students on conversation in face to face. The learning strategy that implemented at informal setting collected of repeating and recognizing.

Firstly, repeating strategy is used by students for practicing some words, phrases, or sentences to practice their speaking skills. As stated in the following extract:

SR : "Oke, Wait for a while. I wanna talk to you, if you will order person to wait for you. Repeat after me, please! Wait for a while! (repeating for tree times)"

FN : "Wait for a while! (repeating for tree times), that's mean *sebentar*?"

SR : "Yes Sister, you are genius!"

(Observation on March 16<sup>th</sup>, 2023)

It shows that the listener repeated the phrases from the speaker, this strategy is useful for training students' pronunciation. The following extract also stated that repetition strategy also needed for checking listeners' understanding about the material from the speakers:

FN : So, can you talk to me what we learned about before?  
About our discussion, please tell it!"

SA : "Yes, of course. I will try. We learned about music instruments, and example for them are guitar, piano,

hadroh, and violen. Mmm also we talked about our favorite music, how to play the instruments, and yeah... I think that's all." (Observation on May 11<sup>th</sup>, 2023)

It reveals that FN asked SA to repeat the material that had been discussed before, this strategy was useful for evaluating and checking listener's understanding of the material.

Secondly, the students used recognizing strategy while discussed their topic that stated in the following extract:

HA : "How is the weather today?"

DFA : "The weather is very hot"

HA : "Can you mention about the weather that often happens? Please tell it, the weather"

DFA : "The weather are rain? And may be hot weather?"

HA : "Yes, that's true, and when the weather is rain, what do you feel?"

DFA : "I feel cold and sometimes I feel sleepy in my room, in the class"

HA : "Wow, I am very agree with you." (Observation on May 18<sup>th</sup>, 2023).

It shows that DFA as a listener recognized the questions and answered well the HA as a speaker. They communicated well with the topic is about changing the weather. The material was in the conversation book page 64.

In addition, AZR and NI also recognizing the topic that are stated as follow:

AZR : "When you go to the shop or mall maybe, what are you usually buy?"

NI : "I usually buy a dress, bag, shoe, and others"

AZR : "Okay very good, sister. And when you are going to the restaurant, what is your favorite food to order?"

NI : “Mmm I like, soup, chicken, and what is nasi goreng in Indonesian?”

AZR : “Nasi goreng is fried rice”

(Observation on March 16<sup>th</sup>, 2023).

It shows that among the speaker and listener understood the topic of discussion, they communicated well about their behavior to buy something. The material is about “Shopping” sourced from conversation book page 62.

Based on the findings, the students’ conversation provided some learning strategies included of repeating some words, phrases, or sentences, and recognizing. In addition, while the partner received some vocabularies or informations from the speaker, they had to write it on their conversation books.

## 2) Receiving and sending the message

The second learning strategy that applied by the students is receiving and sending the message. In this strategy, that the speaker had to use resources for informing the material. As stated in the following extract:

FN : “Musical instruments are divided into various tunes and melodies which produced to a music. For example, when we listening to music pop maybe, so the instruments is guitar or violin, piano, and others. So, what’s your favorite music?”

SA : “My favorite music is sholawat”

FN : “So, what instrument they often use for sholawat?”

SA : “The instrument of sholawat is hadroh”

FN : “Yes, that’s true.”

Then, they discussed about the character of English teacher and mentioned their favorite teacher of English. When the speaker informing about the topic or new vocabularies, the partner write

down on their conversation book page 65 entitled “Musical Instruments” (Observation on May 11<sup>th</sup>, 2023).

It shows that the speaker informed the listener about musical instruments, they discussed about the definition, example, and how to use the instruments. In this strategy, the students got the material from the conversation book and practiced properly in their own way.

In addition, the students also discussed about their material about “Special People”. The researcher recorded the conversation from SR and FN.

SR : “Special family is special people that make you comfortable, that’s right? For example, your mother, your father, so your brother maybe, your friend, like that. In this knowledge, I wanna ask to you, how about your friend? The character maybe? Can you tell it about their character”

FN : “Actually, they are fine, sometimes they are very emotional too to me”

SR : “Okay Mrs FN, Who is your special people last time here? One of list special person”

FN : “No one special for me here”

SR : “Really? Are you sure?”

FN : “Yes, sure!”

Then, the speaker gave the new vocabularies, the listener write down in their conversation book page 60 entitled “Special People”. In addition, they also mentioned about the favorite of English teacher and the character (Observation on March 16<sup>th</sup>, 2023).

It shows that the speaker informed the material properly and used simple words and sentences so that the students could understand her speaking. The conversation conveyed about definition of special people and their character by sourcing from the conversation book.

Based on the findings, the researcher showed the result of the observation that was described as follow:

Strategies	Speaker strategies	Partner strategies	Duration
Practicing	Recognizing the partner by greeting and asking for encouraging	Answering the speaker	2 minutes
	Repeating and practicing some words orally and focused on pronunciation	Imitating the words and writing new vocabularies	3 minutes
Receiving and sending the material	Informing the material	Writing the material in their conversation book	10 minutes

Therefore, the students practiced their speaking in conversation naturally such as repeated some words, phrases, and sentences, and also informed the material properly (Oxford, 1990). These strategies controlled well by the mentor of language in their learning.

Firstly, repetition is a kind of spontaneous pattern that encouraged speaking by the speaker (Rahmawati, 2021). The students repeated some of words to train their pronunciation and understand the meaning of words. In accordance with Astutik (2019) statement, repetition encouraged students to actively listen by asking the speaker to repeat any points they were unclear. In addition, the speaker also had to check the listeners' understanding by repetition all or part of sentences to convey a message or information.

Secondly, receiving and sending the material is helped the students for providing and accepting some knowledges based on the topic of discussions. As well as Nisa's (2020) statement that speaking is not just for communicating with other people, it is allowed the students to learn new knowledge or share their ideas with others. Although the speaker



assessed to transfer the material, the listener gave a chance to share their opinion or ask the speaker if there were some unclear informations. In accordance with Ma'rufah's (2018) statement, the speaker also provided opportunities for the partner to ask questions for her and discussed about the topic. Those learning strategies have given freedom to students in thinking and encouraged them not to be ashamed of speaking English through their own style of language. In conclusion, cognitive strategies is helped for students to practice their speaking abilities through the knowledge from the material.

## 2. Indirect strategies

The implementation of students learning strategy indirectly in speaking skills have various ways that had been applied in metacognitive strategies by public speaking and social strategies by conversation.

### a. Metacognitive strategies

The metacognitive strategies is applied by students for improving their speaking abilities through public speaking. Based on the observations, the learning process applied in students control, started from the opening until the end of the meeting such as the MC, speakers, and audiences. The speakers and audiences were the students from different class. In addition, this strategy recognized the students to build their confident for speaking in front of the people.



Picture 4.1 Public speaking in the first meeting

Based on the picture 4.1, public speaking was held on Monday night in room 3. The speakers with the title of speeches were NA (Self

Improvement), IM (Study to Appraise the Others), HR (Look for a Sains), FS (The Immoral Deed), and HH (Study to Become Better). Some of speakers were still focused on memorization the speech text, but any other was very good with facial expression and body movements.



Picture 4.2 Public speaking in the second meeting

Based on the picture 4.2, public speaking was held in room 8. They had to performed in front of audiences one by one without brought the notes or others. The speakers with the title of speeches were DI (The Priority of Shalawat), KL (The Obligation for Looking Knowledge), DR (Discipline), SM (Dream), and PZM (Right and Obligation).

The following variety of metacognitive strategies that applied by students while public speaking such as centring the learning, arranging and planning the learning, and evaluating the learning. Those strategies were based on Oxford's (1990) theory.

#### 1) Centring the learning

Based on the observation, the audience had to make summarize about the topic in their speech book and asked the audience to mention some of points or what they got about the material from the speaker. This strategy is useful for the students to understand the material. The following interview also explained about the students' understanding the speakers' explanation through centring the learning as follow:

Student 2: *“It's a process, so we can understand a little bit, at least we understand the entire speech. The activities are usually mixed, so those who don't understand the words or sentences, they can ask to others.”* (Interview with Student WR on March 14<sup>th</sup>, 2023).

It reveals that the students understood the core of the material through listening and paying attention to the speaker. If there were some of students had not understand the words or sentences, they could ask to others. The audiences was mixed by some of classes from 1st until 5th grade.

Student 3: *“Understand a little. At the closing of performing, the speaker pointed to one of the audience and asked them to conclude about the material that had been presented so that it would help the others too.”* (Interview with student SA on March 14<sup>th</sup>, 2023).

It shows that the students a little bit of understanding the speakers' performance, but they could ask the students who had high level in English. In addition, the audiences had to write the material because before the speaker closed their speech, they appointed one of audiences to answer the questions about the materials.

Based on the findings, the strategy of centring the learning is useful for both speaker and audiences for transferring and accepting the material. By listening the speaker's performance, the audiences acquired their knowledge and got a lot of vocabularies from the speakers. In addition, this strategy is useful for the speakers to practice their speaking skills and train their mentally to be confident when speaking in front of people.

## 2) Arranging and planning the learning

In this strategy, the menthor only helped some of difficulties before they present in public such as pronunciation the words or phrases and checked the grammar in their texts of speech. The planning and arranging the learning stated in the following interview excerpt:

Student 3: *“.... To make sure we pronounced correctly or not, sometimes in the afternoon before we are going to perform at night, we instructed by the menthor to read and practice with her and then*

*she corrected if there were some words incorrectly.*” (Interview with student SA on March 14<sup>th</sup>, 2023).

Student 3 shows that the ways to find out the students pronounced the words correctly while conveying the material was to practice in front of the mentor directly before their performances. Additionally, the learning strategy in public speaking managed well by the mentor and applied properly by the students.

Student 4: “...*Before that, we were asked to make the text of speech first in Indonesian and English after it was collected, then it was corrected by the sister Persada. Only if it is correct, will be given a stamp in our speech book.*” (Interview with student SZR on March 14<sup>th</sup>, 2023).

It shows that the steps for students’ planning their speech were making the text of speech, collecting the speech book and correcting it to the mentor. If the speech was correct, they got a stamp in their speech book. In addition, the students also had to memorize the vocabularies song by sing it while public speaking.

Based on the findings, the strategy of arranging and planning the learning is useful for students to prepare their performances. There were some steps for students to plan their speech:

- a) Made the text of speech into Bahasa and English
  - b) Collected the text of speech to the mentor for checking grammar
  - c) Memorized the English speech individually
  - d) Practiced individually in their room
  - e) Practiced with the mentor to correct if there was incorrect pronunciation
  - f) Performed in front of the class
- 3) Evaluating the learning

Based on the observation, after the speaker ended the speech they would took a speech book from the mentor. In addition, the speaker evaluated by the supervisor about their performances such as their pronunciation of some words, vocabularies, and the materials.

It can be concluded that public speaking had good learning strategy to build students confident for speaking in front of the people with a gradual learning process through preparing, practicing, and monitoring their learning.

Based on those findings, metacognitive strategies are needed for students to manage their speaking learning including of plans, goals, and self-management (Rubin, 1987). Because of those strategies the students are known about their extent of the quality in their speaking learning. The students' point of view could influence how they already feel about the process of learning. For example, when they have found it well-organized or not, interesting or not, and efficient or not (Abubakar, 2017). So, the students can be known about the progress of their own learning in speaking skills.

In addition, the students allowed by the menthor to choose their own topics so that they could be comfortable and motivated them to speech (Boonkit, 2010). This strategy encouraged the students to speak in public confidently and motivated them to not be ashamed for speaking English. Although, the students who had low level in speaking, they still lack of confident and worry. Futhermore, the speaker too focused on memorization of speech text so that her speech looked monotonous. Besides, some of students attempted to modify the words or phrases in order to catch the audiences' self-interest when they forgot what they were going to say in the middle of speech (Santoso & Taufiq, 2021). The role of audiences in responding was important so that the learning situation was not boring and encouraged the speakers to speech in their best.

The supervisor gave the feedback and suggestion to the speakers after they ended the speech. In accordance with Leong & Ahmadi's (2017) statement, the supervisor corrected the speakers' mistakes positively and gave them more motivation. The evaluation process affected the speakers to be better performance than before and



recognized them to practice speaking more in the future. In conclusion, metacognitive strategies are needed by students for learning speaking individually and create their mentally with well-organized.

b. Social strategies

Social strategy is applied by students' learning strategies indirectly in informal setting. This strategy is used by the students in conversation activity for asking correction, cooperating, and becoming aware of others' thoughts and feeling (Oxford, 1990). Based on the observation, social strategies implemented by students for their learning strategies in conversation on Thursday afternoon. The language menthor rang the bell 3 times as a sign to start a conversation. Then, the bell 2 times as a sign to enter the material or topic of discussion and 3 times also for closing the activity. The speaker and listener discussed about the topic through cooperation, corrected if there was incorrect word or sentence, and understood about other feeling and though when they communicated each other.

*“....Conversation activity is carried out in pairs between the speaker and his partner who received the material, this activity consisted of students from grade 1 and to grade 4, grade 2 and 3 to grade 5. The students also stated that conversation activity is very helpful to improve the vocabularies and making our confidence, even if there were some words incorrect but we still have to practice it.”* (Interview with menthor AK on March 13<sup>th</sup>, 2023).

Based on the interview with the menthor, conversation activity is implemented by the students that consisted of the speaker who had high quality in speaking English and the partner who had low quality in speaking English. The speaker are students from X and XI grade, while the partner are students from VII, VII, and IX grade. In addition, this learning was useful for students speaking skills and supported them to communicate confidently with others.

In addition, the implementation of this strategy also organized by the menthor. As stated in the following excerpt:

*“Conversation is held every Thursday afternoon. The activity was, first the students were told to gather in the courtyard of the mosque and*

*then they had the conversation in pairs, so there were speakers and listeners. Usually the mentor rings the bell as a sign that we have to start, then we enter the same material, usually giving vocabs as well, until the end, we manage to use the bell.”* (Interview with mentor LM on March 13<sup>th</sup>, 2023).

It shows that the conversation is started by instruction from the mentor of the language motivator. All of students is participated in this activity.



Picture 4.3 Conversation in the first meeting

Based on the picture 4.3, the students gathered face to face in front of the mosque. The topic in the first meeting was Special People. They discussed about definition of special people, characteristic about family, friends, English teacher, and so on. The speaker also gave new vocabularies for the partner. In the end of the conversation, they had to concluded or repeated the information that have discussed before.



Picture 4.4 Conversation in the second meeting

Based on the picture 4.4, the students applied the conversation in face to face with the topic was Shopping. In this session, they discussed about shop, market, canteen, favorite things to buy, and so on. They used

simple words in their discussion. If the partner found some new words or sentences, they had to write it down in their conversation book.

Based on the observation, the students had to discuss the topic by asking question and cooperating. Firstly, the strategy used by the speaker is asking question (asking for correction). When the listener answered question from the speaker, the listener asked for correction to the speaker that her answer was correct or not. As stated in the following extract:

- DF : “Do you know what is instrument of music?”  
 SA : “Like guitar? May be?”  
 DF : “Exactly, what else?”  
 SA : “Piano and biola? I don’t know...”  
 DF : “Biola in English is violen” (Observation on May 11<sup>th</sup>, 2023)

It shows that the listener was confused about the answer, then the speaker known about listener’s feeling and then tell her the correct answer. The following extract also shows that SR and FN used this strategy.

- SR : “Can you tell it? Who is your spesial people?”  
 FN : “Mmm.. my family”  
 SR : “Why?”  
 FN : “Because they are always supporting me from... mmm I don’t know, I’m so confused!”  
 SR : “It’s okay, sister. Like this. Spesial family is special people that make you comfortable, that’s right? For example, your mother, your father, so your brother maybe, your friend, like that.” (Observation on March 16<sup>th</sup>, 2023).

It shows that the listener still confused to talk her opinion, but the speaker not judged the listener. The speaker also known her feeling so she continued to inform the material.

Secondly, the students used cooperation for discussing the topic. Based on the observation, After the end of conversation practice, the mentor of language motivator also added a course activity. Firstly, the mentor appointed one of students to present the material that had been gotten from conversation activity. After that, she informed the material to the students and shared about her feeling when talking in English. If any grammar spelled incorrectly, the mentor corrected her. This strategy emphasized the students to share their understanding and feeling. In addition, the students gave the statement about the most effective learning activities for students to increase their speaking ability. As stated in the following excerpt:

Student 1: *"....it's more effective when it's during conversation activities because we are required to directly apply the language."* (Interview with student FNZ on March 14<sup>th</sup>, 2023).

It shows that conversation is more effective learning strategy for students' speaking skills. In this strategy, they communicated English directly with the partner.

Student 2: *"....It's better for conversation activities, we really have to be in full English for the activities, but in that room most of us sometimes prefer Arabic."* (Interview with student WR on March 14<sup>th</sup>, 2023).

It also shows that conversation is better than others' learning strategy for students' speaking abilities. Although some of students prefer to use Arabic in their dormitories, but this activity recognized them to use English fully.

Student 3: *"....In my opinion, during conversation activities, because apart from getting material from the speakers, we also gain more vocabulary and practice pronunciation as well."* (Interview with student SA on March 14<sup>th</sup>, 2023).

Based on student 3 statement, she prefer conversation for speaking learning. Because it is useful to acquire materials and vocabularies, students also trained their pronunciation.

Student 4: *"....It's more effective during conversation activities because we like it or not, we have to practice the language and get a lot of new vocabulary."* (Interview with student SZR on March 14<sup>th</sup>, 2023).



Based on student 4 statement, she also stated that conversation is more effective for students speaking strategy. This strategy is helped them to practice a lot and got new vocabularies.

In conclusion, conversation is more effective than other learning strategies because the students obligated to speak naturally in English and managed well by the menthor of language motivator.

Based on the findings, the learning strategy of speaking skill is used in informal environment named by conversation. Conversation was a learning strategy used by students to communicate in face to face among the speaker and the partner in their own way. The strategies that have been defined include: asking question and answer, giving the material, transferring new vocabularies, and the giving directions and instructions from the speaker to the partner (Brown, 2004). While conversation, these strategies are more concerned with how the students participated in a discussion, convey meaning, or make the speaker's goal obvious (Fajrina, 2015). So, among the speaker and the partner had to communicate actively while they were discussing the topic.

In addition, the students learned and lived in the same setting, the language environment encouraged them for more communication. Because students communicated in the same language, this strategy encouraged them to learn more about their speaking abilities (Holandyah *et al.*, 2022). Some of students prefer conversation strategy than other strategies for their speaking learning. As well as Hidayatullah's (2022) statement, although the students had low level in speaking ability, the conversation strategy was more effective since they were able to use some variety of languages and developed their speaking. In conclusion, this learning strategy has been applied well by the students and the menthor obligated them to communicate in English frequently although there were some of students still difficult to implement menthor's instructions.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

There are three sections in this chapter: conclusion, limitation of study, and suggestion. Firstly, the section contains the conclusion by the researcher based on the data gathered. Secondly, the section presents limitations of study. Lastly, the section is the researcher's suggestions for the teacher, students, and future researcher.

#### **A. Conclusion**

The aims of this research were to identify the types of English learning strategies in speaking ability and to analyze how the students implemented their learning strategies in speaking at Islamic Modern Boarding School Darunnajat Bumiayu. After the researcher analyzed the data, the conclusion are explained as follows:

Firstly, the research question investigated the types of English learning strategies in speaking ability. According to the results, it was found that learning strategies in Darunnajat consisted of direct and indirect strategies. Direct strategies were applied on memory strategies and cognitive strategies. Besides, indirect strategies were applied on metacognitive strategies and social strategies. These learning strategies integrated in speaking activities were conversation and public speaking.

Secondly, the research question analyzed the students' implementation of English learning strategies in speaking. The results of the research found the implementation of students' learning strategies in speaking consisted of memorizing the text of speech and vocabularies song (memory strategies); practicing, and receiving-sending the message (cognitive strategies); centring the learning, arranging and planning the learning, and evaluating the learning (metacognitive strategies); asking question and cooperating with others (social strategies).

## B. Limitation of the Study

This research has limitation despite being carried out as thoroughly as possible:

1. In the process of collecting data, the subject of this research is only girls' students so that the data lack of information from the man sides.
2. During interview with students about learning strategies, they seemed confused to answer the questions and not gave a full answer. Therefore, the researcher needs to dig deeper for the answer by asking more questions while also being more spesific.

## C. Suggestion

After conducting the research on the learning strategy for students' speaking, below are some suggestions related to this research result. The suggestions are provided as follows:

### 1. For the teacher

These strategies can be applied by the teacher to help students to increase their speaking. It can also help the teacher to assess their students' speaking proficiency in the classroom. The results of this study can be used as a guide when choosing the more effective speaking learning strategies for students. Hopefully, the teacher can employ more creative strategies to motivate the students' speaking abilities.

### 2. For the students

The learning strategies by the menthor and teacher have many advantages for students. Students should be able to follow the learning process properly. In addition, to following the learning strategies from the teacher, students can also employ additional effective strategies to develop their speaking abilities outside of classroom. These learning strategies can be applied to assist students improve their speaking abilities and decrease their anxiety.

### 3. For the next researcher

The next researchers that are interested in conducting research about the learning strategy of speaking skills can expand on this study. Additionally, it's crucial to maintain other three language abilities including reading, writing, and listening. When the next researcher wants to look into the same subject, they might use it as an outline for organizing a more beneficial study.



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