

ENGLISH STUDENTS LLS IN EFL LEARNING SPEAKING SKILLS

Salini¹

Tadris Bahasa Inggris, UIN Imam Bonjol Padang

2014050046.salini@gmail.com

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ABSTRACT

Language Learning Strategies (LLS) are important in speaking skills development as they help students effectively overcome challenges, boost confidence, and enhance communication abilities. With the right strategies, students can maximize practice opportunities, develop fluency, and achieve language proficiency more quickly. This study aimed to investigate the language learning strategies and the frequency of their use among fourth-semester students of the English Teacher Training Department at the State Islamic University (UIN) Imam Bonjol Padang in 2024. The research involved 20 students from the English Education Department. The researcher distributed a questionnaire to the respondents and described the data collected. The findings reveal that students from the English Language Teaching Department at UIN Imam Bonjol Padang in 2024 employ their own strategies for learning to speak. Overall, they use language learning strategies comprehensively. The most frequently used strategies were Metacognitive Strategies and Social Strategies, each with 17 respondents in the high-frequency category. The second most used strategy was the Cognitive Strategy, with 16 respondents in the high category and 4 in the medium category. The Affective and Compensatory Strategies ranked third, with 15 respondents in the high category and 5 in the medium category. Lastly, the Memory Strategy ranked fourth, with 11 respondents in the high category and 9 in the medium category. Based on this ranking, it can be concluded that the most frequently used strategies among students of the English Teacher Training Department at UIN Imam Bonjol Padang in 2024 are the Metacognitive Strategy and Social Strategy.

Keywords: LLS, EFL Learning, Speaking Skill

ABSTRAK

Strategi Pembelajaran Bahasa (LLS) penting dalam pengembangan keterampilan berbicara karena membantu siswa mengatasi tantangan secara efektif, meningkatkan kepercayaan diri, dan memperbaiki kemampuan komunikasi. Dengan strategi yang tepat, siswa dapat memaksimalkan peluang latihan, mengembangkan kelancaran, dan mencapai kemahiran berbahasa dengan lebih cepat. Penelitian ini bertujuan untuk menyelidiki strategi pembelajaran bahasa dan frekuensi penggunaannya di kalangan mahasiswa semester empat Jurusan Pendidikan Bahasa Inggris di Universitas Islam Negeri (UIN) Imam Bonjol Padang pada tahun 2024. Penelitian ini melibatkan 20 mahasiswa dari Jurusan Pendidikan Bahasa Inggris. Peneliti mendistribusikan kuesioner kepada para responden dan mendeskripsikan data yang dikumpulkan. Hasil penelitian menunjukkan bahwa mahasiswa dari Jurusan Pendidikan Bahasa Inggris UIN Imam Bonjol Padang pada tahun 2024 menggunakan strategi mereka sendiri dalam belajar berbicara. Secara keseluruhan, Strategi yang paling sering digunakan adalah Strategi Metakognitif dan Strategi Sosial, dengan masing-masing 17 responden berada dalam kategori frekuensi tinggi. Strategi yang kedua paling sering digunakan adalah Strategi Kognitif, dengan 16 responden dalam kategori tinggi dan 4 dalam kategori sedang. Strategi Afektif dan Kompensasi berada di peringkat ketiga, dengan 15 responden dalam kategori tinggi dan 5 dalam kategori sedang. Terakhir, Strategi Memori berada di peringkat keempat, dengan 11 responden dalam kategori tinggi dan 9 dalam kategori sedang. Berdasarkan peringkat ini, dapat disimpulkan bahwa strategi yang paling sering digunakan di kalangan mahasiswa Jurusan Pendidikan Bahasa Inggris UIN Imam Bonjol Padang pada tahun 2024 adalah Strategi Metakognitif dan Strategi Sosial.

Kata Kunci : strategi pembelajaran bahasa, pembelajaran Bahasa kedua, kemampuan berbicara

A. INTRODUCTION

Speaking skills refer to the capacity to communicate verbally and effectively in a specific language. These skills encompass various competencies, including pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is a critical component of language proficiency as it is often the most direct and immediate form of communication. It involves not only the production of sounds but also the ability to convey meaning, emotions, and intentions clearly and accurately in different contexts. Effective speaking requires a combination of cognitive and motor skills, as well as the ability to navigate social interactions.

The importance of speaking skills is evident in everyday interactions, academic environments, and professional settings, where clear and articulate communication is essential for success. The ability to speak English has a central role in cross-cultural communication and everyday life. The status of English as an international language in Indonesia is the most important factor promoting the spread of English in Indonesia. People all over the world need English language skills, including speaking, at an international event. People use English when they meet each other in an international meeting, conference, international business and in other parts of the world. Dalam beribadah, ketika sudah masuk waktu shalat sebagian peserta didik ada yang masih asyik mengobrol dengan temannya dan tidak langsung bergegas mengambil air wudhu, bahkan ada siswa yang terkadang belum mau shalat. Masalah lain yang muncul yaitu mengenai konflik yang terjadi di antara peserta didik seperti bullying, Seorang peserta didik dipanggil dengan sebutan hinaan seperti "gemuk" atau "bodoh" di depan teman-temannya.

The importance of speaking skills cannot be overstated, especially in the context of higher education. At the university level, students are often required to engage in discussions, present ideas, and participate in debates, all of which necessitate strong speaking skills. Furthermore, speaking proficiency is crucial for academic success, as it often impacts students' performance in oral exams, presentations, and group projects. However, despite its importance, many students face challenges in developing adequate speaking skills. These challenges can stem from various factors, including limited exposure to the target language, anxiety, lack of practice, and inadequate teaching methods. Disparities in speaking abilities among students often become more pronounced at the university level, where some students demonstrate high proficiency while others struggle significantly. This gap can hinder students' overall learning experience and academic performance, making it essential to address these issues effectively.

As a second language, English is considered as difficult to learn especially in terms of speaking skills (Hashim, Yunus, & Hashim, 2018). The anxiety and problem of speaking a second language instead of the first language may derive from less exposure of the language in a learning environment and community, lack of vocabulary and lack of confidence (Hashim & Isa, 2012). Navarro (2009) emphasized on the responsibility of the teachers to identify the problems encountered by the students to speak English, analyses the problems and try to solve the problems as to

improve students' speaking skills. The problems faced by the students may relate to linguistic or non-linguistic such as the factors that come within the inner self. Low self-esteem can lead to the problem of adept to speaking skills.

In Indonesia, where English is considered a foreign language, students often have difficulty developing their speaking skills due to lack of exposure to the language outside the classroom. Based on my experience studying as a English student at State Islamic University Imam Bonjol Padang, students experience difficulties in speaking English, such as they are embarrassed when speaking English, they are afraid of mispronunciation of words, and lack of vocabulary in English, and another reason is that they are afraid of being laughed at when wrong in speaking English. There are many problems when learning English speaking skills and these must be addressed by teachers and students. In addition, language learning strategies along with the language learning styles are among the main factors that have a very important role to determine how the students learn a second or foreign language, Oxford (2003).

Speaking proficiency is a crucial aspect of language learning, and its development is closely linked to the effective use of language learning strategies (LLS). LLS are techniques and methods employed by learners to facilitate language acquisition, enhance skills, and overcome various communication challenges. Oxford (1990) highlights that these strategies are essential for making learners more autonomous and efficient in their language learning process. Speaking, as a productive skill, requires a combination of strategies encompassing cognitive, metacognitive, and social aspects to improve fluency, accuracy, and communicative competence. The appropriate use of these strategies can significantly enhance a learner's ability to speak the target language with confidence and effectiveness.

Language learning strategy is one variables that influence how individuals learner approach in language learning and related to successful language learning. Language learning strategies are shared into six groups as quoted by Oxford in Hawkins (2001), there are cognitive strategies, metacognitive strategies, related to memory strategy, compensation Strategy, affective strategies, and social strategies.

The researchers was interested in this research because the language learning strategies are very important to be known and employed by the students. When students begin to understand their own learning processes, they tend to take more responsibility for their own learning to increase the successful of language teaching learning process. They should know that language learning strategies can influence their achievement.

In this research, the researcher took respondents of the forth semester students of English Teacher Training Department (TBI). The reason of taking respondents of these students was the fourth semester students of English Teacher Training Department (TBI) have been already studying in this English Department for three semester and realizing that studying in university is different to their previous school. They should become independent learners and have their own strategies to learn. It is useful to recognize language learning strategy because no single set of strategies will be appropriate for all learners. Students need to learn how to apply strategies

according to what actually work for them in order to face their problem in learning speaking. This strategy makes them to be successful in learning speaking in English. The study aimed to find out the learning strategies and the frequency of using the learning strategies of fourth semester English Teacher Training Department Students at State Islamic University (UIN) Imam Bonjol Padang 2024. The research questions of : 1) What language learning strategies students use in EFL learning speaking skills? 2) How often do students use language learning strategies in EFL Learning speaking skill?

B. METHODOLOGY

This method of research **was** descriptive method. The researcher describes the results of the questionnaire given to 20 respondents, who are fourth-semester students in the English Language Study Program at the State Islamic University of Imam Bonjol Padang in 2024. Data collection was carried out using the SILL (Strategy Inventory For Language) questionnaire taken from Oxford (1990) which consisted of 50 questions categorized into six types of learning strategies, namely memory, cognitive, compensation, metacognitive, affective and social. The research sample was asked to fill out a questionnaire by providing responses in the form of numbers in the range 1 to 5 which are meaningful in the "never" to "always" category for each question. After the researcher obtains the data then to analyze this data, the the researcher used mean formula adapted from Sugiyono (2016).

Based on the processed data, the researcher analyzed the data to determine what strategies were used by fourth-semester students and how often they used them in learning EFL speaking skills. The researcher calculated the frequency of language learning strategy use based on an average analysis cited from Naimie, Zahra, and Akram Naimie (2007, p. 6).

Average Analysis

Qualifications	Description	Range Score
High	Always or almost always used	4.5-5.0
	usually used	3.5-4.4
Moderate	Sometimes used	2.5-3.4
Low	Generally not Used	1.5-2.4

C. RESULTS AND DISCUSSION

The researcher collecting data from the SILL questionnaire distributed to the respondents after that the researcher calculated the frequency of language learning strategy use based on an average analysis cited from Naimie, Zahra, and Akram Naimie (2007, p. 6). In general the result of data analysis of mean scores from SILL, it is known that the level of strategy used in learning speaking of the four semester speaking learning English teacher student at State Islamic University (UIN) Imam Bonjol Padang is high category because the data obtained from SILL shows that all respondents obtained get a high score between 3.5 to 5.0. Meanwhile, the results for each strategy are as follows:

1. Memory Strategy

In this strategy, 11 respondents fell into the high category, meaning they often or always used this strategy. Additionally, 9 respondents were in the moderate category, indicating that they sometimes used this strategy, and 0 respondents were in the low category. Therefore, it can be concluded that fourth-

semester students in the English Department at UIN Imam Bonjol Padang frequently use this strategy.

2. Cognitive Strategy

In this strategy, 16 respondents were in the high category, indicating frequent or almost use. Meanwhile, 4 respondents were categorized as moderate, meaning they sometimes used this strategy, and 0 respondents fell into the low category. This suggests that fourth-semester students in the English Department at UIN Imam Bonjol Padang tend to use this strategy frequently.

3. Compensatory Strategy

For this strategy, 15 respondents were in the high category, indicating always use, while 5 respondents were in the moderate category, indicating sometimes use. No respondents were categorized as low. Thus, it can be concluded that fourth-semester students in the English Department at UIN Imam Bonjol Padang commonly use this strategy.

4. Metacognitive Strategy

A total of 17 respondents fell into the high category for this strategy, indicating always used. Three respondents were in the moderate category, meaning they sometimes used, and no respondents were in the low category. Therefore, fourth-semester students in the English Department at UIN Imam Bonjol Padang generally use this strategy frequently.

5. Affective Strategy

In this strategy, 15 respondents were categorized as high, indicating frequent or Always used, while 5 respondents were in the moderate category, meaning they sometimes used this strategy. No respondents fell into the low category. This suggests that fourth-semester students in the English Department at UIN Imam Bonjol Padang frequently employ this strategy.

6. Social Strategy

A total of 17 respondents were in the high category, meaning they often or always used this strategy, while 3 respondents were in the moderate category, indicating they sometimes used this strategy. No respondents were categorized as low. Therefore, it can be concluded that fourth-semester students in the English Department at UIN Imam Bonjol Padang tend to use this strategy frequently. For further details, please refer to the table below.

Language learning strategies used of the students				
No	Language Learning Strategies	Low	Moderate	High
1.	Memory Strategy	-	9 Respondents	11 Respondents
2.	Cognitive Strategy	-	4 Respondents	16 Respondents
3.	Compensatory Strategy	-	5 Respondents	15 Respondents
4.	Metacognitive Strategy	-	3 Respondents	17 Respondents
5.	Affective Strategy	-	5 Respondents	15 Respondents
6.	Social Strategy	-	3 Respondents	17 Respondents

Based on the analysis conducted by the researcher, it was found that fourth-semester students in the English Department at Universitas Islam Negeri Imam Bonjol Padang tend to frequently use language learning strategies to improve their speaking skills. The most frequently used strategies are the metacognitive and social strategies, with 17 respondents in the high category and 3 in the moderate category. Following this, the cognitive strategy ranks second, with 16 respondents in the high category and 4 in the moderate category. The compensatory and affective strategies rank third,

each with 15 respondents in the high category and 5 in the moderate category. Lastly, the memory strategy is the least used, with 11 respondents in the high category and 9 in the moderate category.

The findings of this research indicate that students in the fourth semester of the English Department at State Islamic University (UIN) Imam Bonjol Padang frequently employ language learning strategies to enhance their speaking skills. The predominance of metacognitive and social strategies among these students aligns with previous research, which suggests that advanced learners tend to utilize higher-order thinking skills and social interactions to facilitate language acquisition (O'Malley & Chamot, 1990).

The high usage of metacognitive strategies (17 respondents in the high category) reflects the students' ability to plan, monitor, and evaluate their learning process, which is crucial for effective language learning. This finding corroborates the results of a study conducted by Oxford (1990), where metacognitive strategies were found to be among the most effective for enhancing speaking skills. The ability to self-regulate and reflect on their learning process likely contributes to the students' speaking proficiency, as noted by Vandergrift and Goh (2012), who emphasized the importance of metacognition in developing listening and speaking skills. Similarly, the frequent use of social strategies (17 respondents in the high category) underscores the role of interaction and communication in language learning. Social strategies, which involve seeking out conversation partners and asking questions, are essential for practicing and internalizing new language forms. This result is consistent with the findings of Nakatani (2006), who found that social strategies were significantly associated with improved oral communication skills among Japanese EFL learners. The high reliance on these strategies among the respondents suggests that peer interaction and feedback play a critical role in their language development.

The cognitive strategies, ranked second with 16 respondents in the high category, involve the manipulation or transformation of the language being learned. These include note-taking, summarization, and the application of rules, which are fundamental in solidifying new knowledge. Chamot and Kupper (1989) highlighted that cognitive strategies are particularly effective in the early stages of language learning, where learners are still grappling with the foundational elements of the language. This suggests that the students are actively engaging with the language content, reinforcing their learning through these cognitive processes.

The compensatory and affective strategies, both with 15 respondents in the high category, also play a significant role in supporting the students' language learning. Compensatory strategies, such as guessing the meaning of unknown words or using synonyms, help learners overcome gaps in their language knowledge, thereby maintaining the flow of communication. Affective strategies, which involve managing emotions, motivation, and attitudes, are crucial for sustaining language learning over time. The importance of these strategies is supported by the work of Oxford (1990), who noted that they help learners to stay motivated and confident, even when faced with difficulties.

Interestingly, memory strategies were the least frequently used, with only 11 respondents in the high category. This may indicate a shift away from rote memorization and towards more meaningful learning practices, as suggested by recent trends in language education. However, it is important to note that memory strategies still play a role, particularly in the early stages of vocabulary acquisition, as noted by Nation (2001).

In comparison to previous studies, such as those by Griffiths (2003) and Cohen (2014), the current findings suggest a strong alignment in the preference for metacognitive, social, and cognitive strategies among advanced learners. However, the lower reliance on memory strategies might reflect the changing pedagogical approaches in language learning, emphasizing understanding and usage over memorization.

This study is also related to the previous research by Purwaningsih (2018), which similarly investigated the use of language learning strategies and their frequency of use. However, the results differ as Purwaningsih's research found that language learning strategies at FKIP UNTAN were categorized as medium, whereas this study reveals that the use of language learning strategies at UIN Imam Bonjol Padang falls into the high category, indicating frequent use. Another difference lies in the methodology: Purwaningsih's study reported frequency in percentages, while this research categorized the number of respondents in each category. Additionally, this study identified metacognitive and social strategies as the most frequently used, whereas Purwaningsih's study highlighted cognitive strategies.

Other research by Suwandi et al. (2019) conducted a study on the use of language learning strategies among EFL learners in Indonesia, focusing on the strategies that were most effective for enhancing speaking skills. Their findings align with the current study in that metacognitive strategies were also the most frequently used. Suwandi et al. argue that the use of metacognitive strategies is linked to higher academic performance, particularly in speaking tasks, as they help learners plan, monitor, and evaluate their language use effectively. The similarities between these findings and those of the current study reinforce the importance of metacognitive strategies in the development of speaking proficiency. Nguyen and Gu (2020) examined language learning strategies among Vietnamese EFL students and found a preference for social and cognitive strategies, with a lower emphasis on metacognitive strategies.

This contrasts with the current study's findings, where metacognitive strategies were more prevalent. The difference could be attributed to cultural factors that influence learning preferences, as well as the educational practices in each country. Nguyen and Gu suggest that Vietnamese students may rely more on social interactions and group work, which could explain the prominence of social strategies in their context. Rahimi and Katal (2012) explored the use of language learning strategies among Iranian EFL learners and found that cognitive strategies were the most frequently used, followed by metacognitive strategies. This partially aligns with the current study, where cognitive strategies were also highly utilized, albeit secondary to metacognitive and social strategies. Rahimi and Katal's research highlights the role of cognitive strategies in aiding comprehension and retention of language material, which is essential for learners in environments with less emphasis on communicative language teaching. The differences observed in the use of metacognitive strategies may reflect variations in teaching methodologies and learner autonomy across different cultural and educational contexts.

The comparison of these studies suggests that while there is some consistency in the types of strategies used by EFL learners, the frequency and preference for certain strategies can vary depending on several factors, including institutional context, cultural background, and educational practices. The high usage of metacognitive and social strategies in the current study underscores their importance in enhancing speaking skills, aligning with the general trend in EFL research that recognizes the

value of these strategies in promoting learner autonomy and effective communication. Future research could further explore the interplay between these factors and their impact on language learning strategy use.

D. CONCLUSION

Based on results of the research, the researcher can conclude the Fourth-semester students in the English Department at State Islamic University Imam Bonjol Padang frequently use language learning strategies to enhance their speaking skills. The most commonly used strategies are metacognitive and social strategies, with 17 respondents in the high category and 3 in the moderate category. Following this, cognitive strategies rank second, with 16 respondents in the high category and 4 in the moderate category. In third place are compensatory and affective strategies, with 15 respondents in the high category and 5 in the moderate category. Lastly, memory strategies are the least used, with 11 respondents in the high category and 9 in the moderate category.

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