
Students' Speaking Strategies in English for Learning Classroom

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ABSTRACT

This study attempts to investigate the level of use of speaking strategies among English students of the Department of English Education. As the results show, the mean score of speaking strategies is 3.78. Therefore, English Education Department students enrolled in the 2022/2023 academic year use speaking strategies at a moderate level of usage. The strategy most used by English students in the English Language Education Department of Universitas Lancang Kuning for the 2022/2023 academic year is Nonverbal strategies with an average score of 3.58 at a high level of use. A number of study ideas are presented that are geared toward English students and those who are interested in mastering speaking techniques. Because research has shown that speaking techniques benefit students in various ways during the learning process. According to the findings of this study, Nonverbal learning strategies of the six categories are the most effective strategies for helping students speak English. It is highly recommended that students use Nonverbal tactics to make learning English easier to understand, such as paying attention when someone is speaking English, looking for ways to improve as an English learner, and considering their progress. Additionally, speaking strategies might be discussed in various study populations for those who wish to perform related research in order to get more complete research results.

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1. INTRODUCTION

One of the 21st-century skills that must be developed by students learning English is speaking skill. Students face various problems in speaking class, such as low motivation and enthusiasm to speak, shyness or afraid of public speaking, and high levels of anxiety. The results of Kodri's (2018) research show that anxiety affects English performance in the first place, and classroom interactions have an impact as well. However, class anxiety and interaction did not have much effect on student's ability to speak English. As a result, when they are involved in different instructional situations, there must be consideration must be exercised when they are involved in various interaction settings. In other words, class anxiety and interaction do not always interact. Interaction occurs only under specific circumstances and contexts. Therefore, when they are involved in different instructional situations, there must be a consideration.

There are many obstacles faced by teachers and students in the classroom as stated by Tuspekova (2020) highlighting some of the concerns faced by teachers and students who reveal the current practice of speaking English in Kazakh classrooms. However, it will be

difficult to interact if teachers and students have difficulty communicating well. In communicating using English must believe in the competence that students have as expressed by Wijaya (2020) in his research results revealed that EFL learners will be able to master the communicator's target language when they believe in their speaking competence and acquire meaningful meaning. Therefore we must increase students' self-confidence in class.

Irawati et al (2021) state that educators develop strategies to control lessons, hold discussions, and encourage interaction in the classroom. Emphasizes that learning strategies are strategies that contribute to the development of language systems built by learners and affect learning directly students can contribute to sharing, showing, and expressing their ideas to practice in speaking class. During online learning due to the pandemic, students are required to use devices. In English classes, the use of Google in lessons is now one of the means for independent learning, but the use of Google itself reaps a lot of controversies which is not good for students. Especially in English, the Google Translate feature is available on Google. Where is the function of this feature to translate our language into the target language. In general, there are many impacts when using Google, especially in English it is very easy to translate a word or sentence in just a few moments. It's not only the positive impact that they get when using Google but the negative impact. The impact on English students is that they depend on Google translate, especially in developing their speaking, using Google also makes them look for other reasons to do something. from research (Sahib et al 2022) found that students experienced several impacts from the use of Google Classroom in learning speaking skills.

Seeing the contribution of students in speaking class activities, the teacher's strategy can help students speak and be more active in learning English in class. There are many kinds of strategies applied in teaching speaking classes, as concluded by Nurhayati (2016) that drama is considered a unique learning strategy that not only develops goal-oriented learning but also emotional intelligence skills. Students get more confidence in expressing ideas, expressive including creating scripts. In addition, based on Syaifullah et al (2022) the use of the Color Vowel Chart can also be used as a speaking class strategy to improve students' speaking skills. Similarly, the use of MABL (Mobile-Assisted Blended Learning) improves students' abilities and elements of speaking, such as clarity and comprehension.

Students are needed to learn independently when utilizing online learning tools, and instructors are required to describe learning objectives, provide instructions to students to set their own goals, set their own strategies for completing tasks, and set the time for completing assignments. As a result, a self-reflection phase was conducted to guide students in determining their next goal for their next cycle. Self-regulation about student autonomy is seen to be beneficial in enhancing students' speaking skills. Research results Waluyo et al (2021) found that describing learning objectives, providing models, making journals, sharing in forums, and providing guidance for the next SRL (Self – Regulated Learning) cycle are considered several activities that can be carried out to support implementation SRL in class too.

Based on the gaps from previous studies above, this research will answer the need for how to improve students' abilities in various aspects of speaking skills as well as a small population and sample. This study aims to apply how is the students' speaking strategies in EFL classrooms.

2. METHODS

2.1 Types of the Research

This research is mentioned as quantitative research Quoted from the book *Quantitative Research Methodology of Physical Education* (2018) by Untung Nugroho, quantitative research is a type of research that is systematic, planned, and structured. A series of systematic investigations of phenomena by collecting data to then be measured

by mathematical or computational statistical techniques. The survey design used in this research was a cross – sectional survey. Survey quantitative research methods are used to obtain or collect informational data about large populations. Usually use a relatively smaller sample. Various quantitative research methods such as surveys are used to solve actual large-scale issues with very large populations, so a large sample size is required.

2.2 Setting of the Research

This research was conducted from December 2022 to January 2023 at the English Language Education Department, Lancang Kuning University, Academic Year 2022/2023, which is located at Jl. Yos Sudarso KM. 8, Coastal Rumbai, Pekanbaru, Riau.

2.3 Population and Sample

The population of this study was third-semester English students at the English Department of the Teaching and Education Faculty of Lancang Kuning University for the 2022/2023 Academic Year. The population consists of three classes derived from classes 3.1,3.2,3.3. In addition, to select a sample, the researcher selects a random sample. Cresswell (2014) states that a random sample means that every individual in the study population has the possibility of being selected as a sample (systematic or probabilistic sample). Therefore, based on the above thoughts, the population should choose at least 50% to be the sample. But to reduce the sampling error to 10%.

2.4 Instrument of the Research

The questionnaire was used to find out how the students' speaking strategies in the EFL class were. The questionnaire consists of 41 questions related to students' speaking strategies in the EFL class. And in each answer there is a different value.

2.5 The Technique of Data Collection

This study uses Nakatani's OCSI (Oral Communication Strategy Inventory) instrument (2006). This survey focuses on strategies for speaking problems. It consists of 41 questions, the use of OCSI in speaking problem strategies. It is divided into Speaking skill has seven domains, For listening skill there are seven domains. In addition, the researcher used the Likert scale for collecting the data. It means, every item in the questionnaires consist of 5 choices, that is “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, and “Strongly Disagree”. Each choice has score to calculate the data from the questionnaire. Scoring of the questionnaires is illustrated in the table below:

Table 1. Scores of the Students' Questionnaire Answers

Answers	Scores
Strongly Sgree	5
Agree	4
Neither	3
Disagree	2
Strongly Disagree	1

2.6 The Technique of Data Analysis

Google form also facilitate the acquisition of data, because the data that can be used by participants can flow automatically by Google form and the data that is available also can be downloaded and then it can be access by using Microsoft Excel or SPSS.

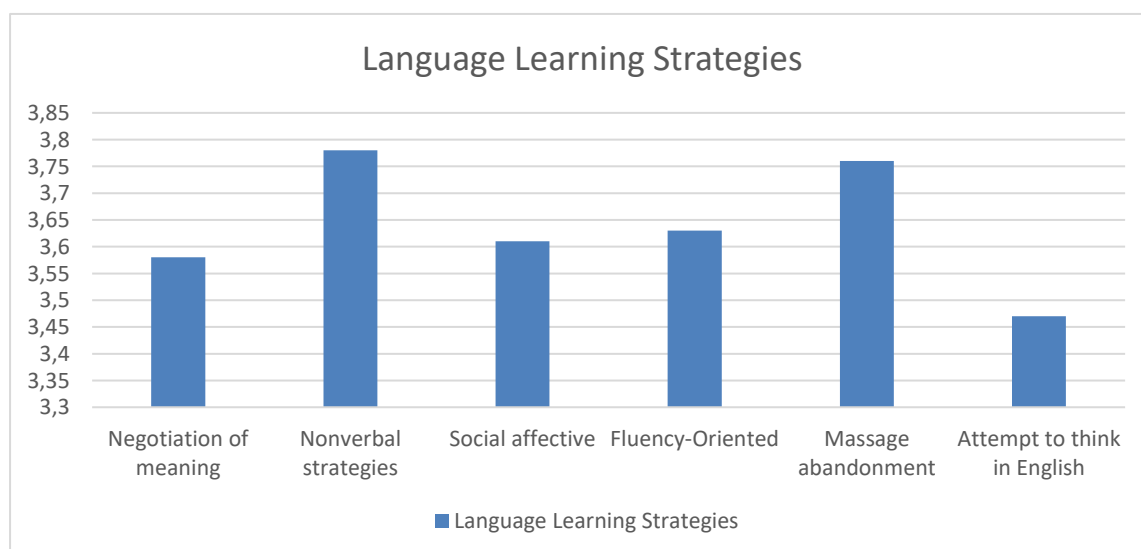
3. FINDINGS AND DISCUSSION

This research was conducted on third semester students of the English Language Education Department, UNILAK, for the 2022/2023 academic year. Data was collected using a questionnaire which was distributed to students majoring in English Education from 12 December 2022 to 02 January 2023 to all 49 respondents. The general profile and calculation of student responses to the questionnaire are presented in the following

Table 2.

No.	Language Learning Strategies	Total Score	Mean Score	Level of usage
1	Negotiation of meaning	10.73	3.58	Medium
2	Nonverbal strategies	7.55	3.78	Medium
3	Social affective	18.03	3.61	Medium
4	Fluency-Oriented	7.26	3.63	Medium
5	Message abandonment	3.76	3.76	Medium
6	Attempt to think in English	6.93	3.47	Medium
	Amount	54.26	21.83	
	Mean Score		3.58	Medium

Based on the table above, the means score of speaking strategies is 3.58 or in medium usage. More specific, the following Schema shows the general view of speaking strategies used by Proficient Learner students in English Education Department:



Based on the Schema above, it is known that Nonverbal strategies got the highest usage level, 3,78. The next strategy that was mostly used by the students was Massage abandonment strategies, 3,76. On the third rank, the Fluency-oriented strategies were used by 3,63 usage levels of the respondents of the study. The next language learning strategy was social affective strategies which had 3,61 usage levels. The Negotiation of meaning strategies were used by 3,58 usage levels of the students, as the fifth rank strategy. The last rank strategy was Attempt to think in English strategy, 3,47 usage level. In short, the students from the English Education Department of UNILAK use speaking strategies in medium usage levels from six kinds of speaking strategies in their Speaking subject.

The best strategy is nonverbal communication. In addition, nonverbal communication techniques were most often used when participants interacted with speakers in English. average general speaking technique ($M = 3.78$) This study shows that third semester students of Lancang Kuning University will use any code or language to ensure that listeners understand what they are saying. The majority of participants tended to agree that the flow of the conversation is best maintained using nonverbal cues. According to Akinola (2014), communication depends on nonverbal clues to both encode and decode or understand messages. Hand gestures, facial emotions, and body language are all examples of nonverbal communication that students in speaking classes utilize, according to Andriani (2016). It will be simpler for someone to grasp what we are trying to say if we use hand gestures, facial expressions, and motions. The nonverbal communication skills of body language, usage of eye contact, distance from student standing, touch, and hearing are similar to those of Andriani (2016) and Wahyuni (2018).

Wahyuni (2018) asserts that the distance between standing and touching can affect how well the other person understands what you're trying to say. The best advice for developing nonverbal communication skills in 2020 is that nonverbal communication is thought to account for between 50 and 70% of conversation. Since non-verbal communication is largely unconscious and a part of your "personality," it might be challenging to develop these skills. Additionally, the standards for nonverbal communication vary across cultures and social groupings. Without our knowledge, non-verbal communication occurs frequently in our daily interactions.

English teachers use three different non-verbal communication styles when instructing and learning their students (Venica: 2019). Kinesics, proxemics, and facial expressions are some of these interactions. According to the study's findings, teachers also employ nonverbal cues when instructing pupils in addition to their peers. In her research, Mulyani (2022) demonstrates that nonverbal communication techniques can significantly boost students' public speaking abilities.

From some of the findings of earlier study, it may be inferred that nonverbal communication helps students talk more clearly since they can indirectly convey comprehension to others through gestures, facial expressions, eye contact, and touch in daily interactions.

4. CONCLUSION AND SUGGESTIONS

This study attempts to investigate the level of use of speaking strategies among English students of the Department of English Education. As the results show, the mean score of speaking strategies is 3.78. Therefore, English Education Department students enrolled in the 2022/2023 academic year use speaking strategies at a moderate level of usage. The strategy most used by English students in the English Language Education Department of Universitas Lancang Kuning for the 2022/2023 academic year is Nonverbal strategies with an average score of 3.58 at a high level of use. A number of study ideas are presented that are geared toward English students and those who are interested in mastering speaking techniques. Because research has shown that speaking techniques benefit students in

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