

**AN ANALYSIS OF THE LEARNING STRATEGY OF SPEAKING  
PERFORMANCE USED BY THE FOURTH SEMESTER OF ENGLISH  
LANGUAGE EDUCATION**

**A THESIS**

*This is Submitted in Partial Fulfilment of Requirement for  
Degree of Sarjana of Education*



By

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PEKANBARU  
2022**

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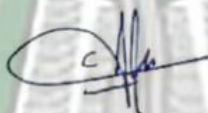
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PERFORMANCE USED BY THE FOURTH SEMESTER OF ENGLISH  
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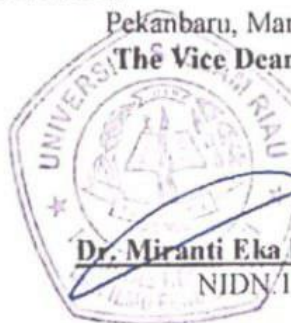


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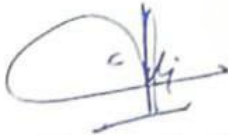
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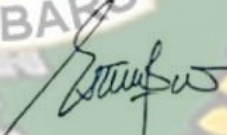
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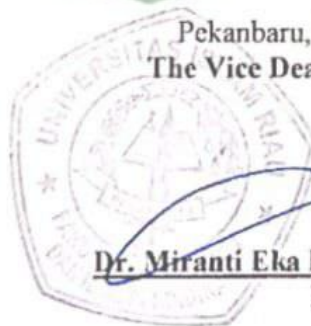
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## LETTER OF NOTICE

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## DECLARATION

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I admit that this thesis writing is purely derived from my own idea, except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulness of the data presented in this paper.

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## ACKNOWLEDGEMENT

First of all, the writer would like to say thanks to ALLAH SWT for blessing the writer to complete this thesis with the title “**An Analysis of The Learning Strategy of Speaking Performance used by the Fourth Semester of English Language Education**”

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The writer would like to express her thanks deeply to all people who have helped the writer for completing this thesis.

The writer addresses her appreciation and expresses deep gratitude to the following individuals namely:

1. Vice Dean of Academic Dr. Sri Amnah, M.Si who provided the supporting facilities.
2. Head of English Study Program Muhammad Ilyas., S.Pd., M.Pd who provided the supporting facilities to finish this thesis.
3. Marhamah., S.Pd., M.Ed for showing her deep premises concern, correction and revision for the completing of this thesis.
4. All administrative staff of FKIP UIR Pekanbaru and also all the lecturers of English Study Program who give the writer valuable knowledge, as long as the writer study in this faculty.
5. The writer’s deep gratitude to my beloved parents for their sincere praying and who continually supported the writer financially and normally to finish the writers’ study at FKIP UIR Pekanbaru.
6. My beloved friends who have supported me during my study and for my success.

The writer realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, 8 March 2022

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## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	i
TABLE OF CONTENTS .....	iii
LIST OF TABLE .....	v
LIST OF APPENDICES .....	vi
ABSTRACT.....	vii

### CHAPTER I INTRODUCTION

1.1 Background of the Problem .....	1
1.2 Setting of Problem .....	3
1.3 Limitation of Problem .....	4
1.4 Research Questions.....	4
1.5 Assumption .....	5
1.6 The Objective of the research .....	5
1.7 The Defenition of Key Term .....	5

### CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Relevance Theories .....	6
2.1.1 Learning Strategies .....	6
a. Defenition Learning Strategies .....	6
b. Kinds Of Language learning Strategy .....	9
c. Evaluation of Language Learning Strategy .....	13
2.1.2 Speaking Performance .....	15
2.2 Relevance Studies .....	16

### CHAPTER III RESEARCH METHOD

3.1 Research Design .....	18
3.2 Location and Time of the Research .....	18
3.3 Participants .....	18
3.4 Instruments of the Research .....	19
3.5 Data Collection Technique .....	20
3.6 Data Analysis Technique .....	20



## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

4.1 Data Description .....	23
4.1.1 Remembering more effectively (memory strategies).....	24
4.1.2 Using mental processes (Cognitive Strategies) .....	25
4.1.3 Compensating for Missing Knowledge (Compensation Strategies) .....	26
4.1.4 Organizing and evaluating learning (Metacognitive Strategies) .....	27
4.1.5 Managing emotions (Affective Strategies) .....	28
4.1.6 Learning with others (Social Strategies) .....	29
4.2 Discussion .....	32

## CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusions .....	34
5.2 Suggestions .....	34

## REFERENCE

## TABLE OF CONTENTS

Table 3.1 Likert scale and scoring .....	20
Table 4.1 Recapitulation of Students' Answers of the learning Strategies used by the Fourth Semester of English Language Education .....	23
Table 4.2 Students' Responds of Memory Strategies .....	24
Table 4.3 Students' Responds of Cognitive Strategies .....	25
Table 4.4 Students' Responds of Compensation Strategies .....	26
Table 4.5 Students' Responds of Metacognitive Strategies .....	27
Table 4.6 Students' Responds of Affective Strategies .....	28
Table 4.7 Students' Responds of Social Strategies .....	29



## LIST OF APPENDICES

Appendix 1 Questionnaire .....	37
Appendix 2 Students' score in Questionnaire of learning strategies used by the Fourth Semester of English Language Education .....	40



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**ABSTRACT**

Language learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. There are some phenomena in learning speaking faced by the Fourth Semester of English Language Education. When overcoming the speaking problems, learners use a number of different strategies serving as a tool that helps them to achieve technique learning objectives. The objective of the research are to know the learning strategies and most used strategies used by the Fourth Semester of English Language Education.

The research used qualitative research. The participant of this research is taken through random sampling technique. The sample of the class fourth A which consisted of 35 students. The instrument of this research was questionnaires. It consists of 29 questions about learning strategies in speaking performance. The researcher distributed the questionnaire to participants by using Google form and score it by using likert scale and analyzed the result by using percentage.

From the research result it is illustrated that the most learning strategies used by the Fourth Semester of English Language Education was cognitive strategy. The second most used by students was Compensation strategies and Memory strategies, the third most used by students was Memory strategies and followed by Affective strategies and Social strategies.

**Keywords: Learning strategy, Speaking performance**

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Speaking is considered as the productive skill of the oral communication which involves other people in conveying the information by pronouncing the words. Besides speaking is taught in academic level, speaking is also used to deliver the idea which aims to gain the knowledge. Learners need to be able to know English orally to enhance their English competence because, in common sense of people's viewing, speaking is one of the crucial parts. Nation and Newton (2009) define speaking as part of work, or academic study may include presenting reports or presenting a viewpoint on a particular topic.

In encouraging students' awareness and motivation to learn to speak to have better speaking performance is by considering about the strategy that the use in learning. Learning strategies are necessary to build students' motivation and help them to be independent in learning English (Jones, 1998). language, still face many speaking difficulties. Besides, to achieve a good speaking performance, a learner may use one strategy or more from learning strategies which gives him/her the courage to develop more his competency especially in speaking performance. One way to master the speaking performance is by using a language learning strategies. The success in learning language is influenced by the strategies that the learners used.

Learning strategies have been described (Wenden and Rubin, 1987) as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. Learning strategies were also

illustrated by O'Malley and Chamot (1990) as special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information.

In other word, language learning strategies have an important role in students' learning activities. It can help students to solve their problem in learning a foreign language. Learning English as a foreign language, especially in a formal context, leads the students to have their own strategy in order to achieve the objective of learning. The strategy is considered as a helpful way to learn English better. After all, every student has their own strategy in learning.

One of the most applicable definitions which have been cited most frequently in the literature was provided by Oxford in Wael (2018). She defines language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. It is, indeed, a reflection of what the learner intends to do and the specific actions he can take. She also, prominently, includes how context plays a crucial role in the language learning process

Since speaking well in English is crucial for English language literature undergraduates, the present study aimed at describing difficulties that may be encountered at an EFL setting. There are some phenomena in learning speaking faced by the Fourth Semester of English Language Education at UIR (1) Many English students have difficulties in speaking. It is caused by (a) students tend to translate their mother tongue to English language, so that it takes time to speaking, (b) The students are nervous to speak, lack of confidence, etc while they are

speaking (2) The students can not find good choice of word when they are speaking.  
(3) They have limited opportunities to practice English in or outside of class. and  
(4) The teaching and learning process and exam are faced by students are more written expression so that they rarely prepare their self to speak.

For this reasons, this study aims to provide descriptive information concerning the different learning strategy in speaking performance with research title **“AN ANALYSIS OF THE LEARNING STRATEGY OF SPEAKING PERFORMANCE USED BY THE FOURTH SEMESTER OF ENGLISH LANGUAGE EDUCATION “**

### **1.2 Setting of Problem**

There are several problems faced by the Fourth Semester of English Language Education.

- 1) Many English students have difficulties in speaking. It is caused by students tend to translate their mother tongue to English language, so that it takes time to speaking,. The students are nervous to speak, lack of confidence, etc while they are speaking
- 2) The students can not find good choice of word when they are speaking.
- 3) They have limited opportunities to practice English in or outside of class. and
- 4) The teaching and learning process and exam are faced by students are more written expression so that they rarely prepare their self to speak.

In this reserach the reseracher analysed the students speaking performance deal with the problems. There are some learning strategies found by expert to cover the learning strategy.

### 1.3 Limitation of Problem

Based on the setting of problem the researcher want to limit the research into on expert, Oxford (cited in Abbas, 2014) classified learning strategies into six groups; they are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies Those six groups then classified into two categories, they are direct strategies (memory strategies, cognitive strategies, compensation strategies) and indirect strategies: (metacognitive strategies, affective strategies, and social strategies).

### 1.4 Research Questions

The reserach questions for this reserach are as follow:

1. What are the speaking strategies in learning used by the Fourth Semester of English Language Education?
2. What is the most speaking strategies in learning used by the Fourth Semester of English Language Education?

### 1.5 Assumption

The researcher assume that the Fourth Semester of English Language Education have several learning strategies dealing with their speaking performance.

### 1.6 The Objective of the research

The objective of the reserach re as follow:

1. To know the learning strategies used by the Fourth Semester of English Language Education.



2. To know the most learning strategies used by the Fourth Semester of English Language Education.

### 1.7 The Defenition of Key Term

1. Learning Strategy

Oxford (cited in Meang, 2006) defined learning strategies as "specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle the difficult language task used by students to enhance their own learning

2. Speaking performance

Brown and Burns and Joyce (cited in Leong and Ahmadi, 2017) also defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Bygate (cited in Leong and Ahmadi, 2017) defined speaking as the production of auditory signals to produce different verbal responses in listeners. To conclude, speaking is an interactive process of making meaning and sharing information by using verbal and nonverbal symbols.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.2 Relevance Theories

Some theories related to the study is reviewed in this chapter. They are the theories of learning strategies, speaking performance and reviewed of related study.

##### 2.1.1 Learning Strategies

###### a. Defenition Learning Strategies

Language learning strategies are parts of larger systems which are included in the process of learning and acquisition of a second or a foreign language. To gain successful language learning are needed the appropriate of teaching and learning strategies in classroom, learners are also need language learning strategies to enhance and manage their own learning and evaluate their learning autonomy. One of the most important things in language learning is the learners' self- direction to learn and practice the language they are learning.

Oxford (1990) states that language learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. When learning a foreign language, learners use a number of different strategies serving as a tool that helps them to achieve technique learning objectives. Many of the learners may not even be aware of the strategies they are using, as it has become a natural and automatic process for them. They just used English to communicate and learning it without knowing appropriate language learning strategies. Appropriate language learning strategies are oriented toward the broad goal of communicative competence. (Oxford, 1990).

Rigney (1987), states that learning strategies are operations used by learner to facilitate the acquisition, retention, or retrieval of information. While O'malley and Chamot (1990) defined learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Then, Cohen (1990) states that learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall and application of information about that language.

Moreover, learning strategies are defined by Oxford (1990) as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. These definitions show that the weight in foreign language teaching and learning is changing from teacher centered to learner centered instruction. And this change has brought language learning strategies to the center of attention for some teachers. Liang (2009) states that although each of these arguments describes learning strategies from a unique perspective, altogether they may have helped us get a general notion of what are learner strategies: a) Learning strategies are either behavioral thus observable, or mental then not observable. b) Learning strategies could be either general approaches or specific actions or techniques adopted to learn a Target Language (TL).

Brown as cited in Hashemi and Hadavi (2015) describes strategies as those specific attacks that we make on a given problem that vary considerably within each individual. Chamot (cited in Hashemi and Hadavi, 2015) defines strategies as

procedures that facilitate a learning task. She believes that strategies are conscious and goal driven.

Cohen (cited in Hashemi and Hadavi, 2015) states that strategies can be very different in nature, ranging from planning the organization of one's learning (a meta cognitive learning strategy) through using mnemonic devices (methods used to help one remember information that is otherwise difficult to recall) to learn vocabulary (cognitive learning strategies) and rehearsing what one expects to say (a performance strategy) to bolstering one's self-confidence for a language task by means of "self-talk" (an affective strategy). To put it simply, learning strategy are technique or way that a person uses to acquire knowledge. It has major impact in language learning on four major skill of language learning

Bromley (2013), Dornyei cited in Hasan (2018) stated that the inclusion of learning strategy into education will generate active and competent students, and it contributes to a student-centred instructional design. Afshar, Tofighi and Hamazavi (2016) argued that the awareness and the application of learning strategies differentiate the successful and unsuccessful students.

Chamot (2005) as cited in Hardan (2013) defined language learning strategies as "procedures that facilitate a learning task". She explained further that these strategies are "most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Definitions of learning strategy are usually found in psychological literatures

Many factors influence students using language learning strategies: age, sex, attitude, motivation, aptitude, learning stage, task requirements, teacher expectation, learning styles, individual differences, motivation, cultural differences,

beliefs about language learning, and language proficiency (Rubin, as cited in Zafar,2012)

### **b. Kinds Of Language learning Strategy**

Language learning strategies have been classified by many researchers. Rubin (1987, as cited in Zare, 2012, p. 164) categorizes language learning strategies into three main groups: learning strategies, communication strategies, and social strategies. Learning strategies include all strategies that are directly related to learning (cognitive) or those which indirectly involve the learning process (metacognitive). Cognitive strategies comprise clarification, practice, memorizing, and monitoring. Planning, setting goals and self-management belong to metacognitive strategies. While communication strategies are strategies that less directly relate to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying the speaker's intention. Communication strategies are used by speakers to overcome communication difficulties. Social strategies are those activities learners engage in which provide them opportunities to practice their knowledge.

Based on earlier research into learning strategies, Oxford (1990) developed a new language learning strategy system, which includes two main classifications: direct strategies and indirect strategies. Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies do not directly involve using the language, but they support language learning (Ehrman & Oxford, 1990), and are further divided into metacognitive, cognitive, and social strategies

1) Metacognitive

The metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies deal with knowing about learning. It means that learners learn how to learn with metacognitive strategies. With the help of this language learning strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, exactly like pre tasks activities (Holden, 2004).

2) Cognitive

Cognitive strategies are separate learning activities and they are basically activities that are used by learners in order to understand the linguistic input and get knowledge. For example, when a learner finds a difficult word in a text and inferring the meaning of that word from the context, in fact he used the cognitive strategy. In addition, cognitive strategies are those that control the input or use a certain skill to complete a particular task (Martinez, 1996).

3) Social/affective

Social/affective strategies refers to strategies that learners use to learn by interaction with their classmates and questions that are asked from teacher to understand the special subject, or remove or lower their anxiety (Martinez, 1996)

Oxford (cited in Abbas, 2014) classified learning strategies into six groups; they are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies Those six groups

then classified into two categories, they are direct strategies (memory strategies, cognitive strategies, compensation strategies) and indirect strategies: (metacognitive strategies, affective strategies, and social strategies). The following is the explanation of classification of learning strategies provided by Oxford cited in Abbas (2014)

a) Direct strategy

Language learning strategies that directly involved the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups (memory strategies, cognitive strategies, and compensation strategies) of direct strategies do this processing differently and for different purpose.

- Memory strategies

Memory strategies help learner link one target language item or concept with another but do not necessarily involve deep understanding. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing.

- Cognitive strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

- Compensation strategies

Compensation strategies (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the

missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge.

b) Indirect strategies

Indirect strategies are divided into metacognitive strategies, affective strategies, and social strategies. All these strategies are called as 'indirect' because they support and manage language learning without directly involving the target language. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills: listening, speaking, reading, and writing.

- Metacognitive strategies Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for a target language task, gathering and organizing material, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall.
- Affective strategies The term of affective refers to emotions, attitudes, motivations, and values. Affective strategies included anxiety reduction, self-encouragement, emotional self-awareness. It is associated with learners' attention and effort. to control psychological barriers such as feeling shame of using English, afraid of making mistake, nervous, etc.
- Social strategies Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and



understand the target culture as well as the language. It is associated with the learners' learning behavior characteristically requiring involvement of other people either peer friends as collearners or teachers English speakers as reference.

In conclusion, Oxford classifies learning strategies into two main categories and each category has 3 strategies. The main strategies are direct strategies which directly involved with the target language itself and indirect strategies which only support and manage language learning without directly involving the target language. The direct strategies consist of memory, cognitive and compensation strategies, while the indirect strategies consist of meta-cognitive, affective and social strategies.

### **c. Evaluation of Language Learning Strategy**

Based on classification of language learning strategies, Oxford (1989) develops an instrument to identify what strategies tend to be used by language learners called Strategy Inventory for Language Learning (SILL). SILL is a reference for language teachers on what strategies that have been used by their language learners. From English language teachers in EFL context's perspective, Hapsari (2013) states that nonnative speaker instructors of English have better strategic competence to teach English than native speaker instructors. Nonnative speaker instructors of English have both the knowledge of language structure from their native language (if it is in Indonesia, then the native language is Bahasa Indonesia) and English as the target language. In addition, nonnative speaker instructors of English can do code switching and code mixing to explain the aspects of English language which is the target language of their language learners.

Language learners who use a variety of language learning strategies learn language faster than those who only use particular kind of strategies. Sadighi dan Zarafshan (2006) explore the effect of attitude and motivation in language learning strategies of 126 Iranian students who learn EFL by using modified Oxford (1989)'s SILL Worksheet. Other studies which use Oxford's (1989) SILL Worksheet are Deneme (2008) maps strategies used by 50 Turkish English language learners and reveals that metacognitive and compensation strategies are the least used by most of the students while memory, cognitive, affective and social strategy are frequently used.

Kunasaraphan (2015) identifies language learning strategies used by 290 Thai English language learners in their first year in Suan Sunadha Rajabhat International College and reveals that the respondents use the six language strategies on medium scale. From previous studies for language learners in EFL context, it can be concluded that the use of language learning strategies can be different depending on the characteristic of language learners.

Recent studies (Phillips, 1991) applying the SILL claimed that using language learning strategies would have valuable influence on language proficiency. Based on this complete list of strategies, developed SILL, which is a useful instrument designed to test ESL/EFL learners' strategy use. As a result, researchers have been working on the factors that affect language learning strategy use, and these studies not only indicate variables affecting learning strategy use but also contribute to the field of investigation into language learning strategies.

### 2.1.2 Speaking Performance

In English, speaking is one of the four major skills a student has to learn. Being able to speak effectively is usually perceived as a barometer of a successful language learner. It is very important since the main goal of learning a language is to communicate well and fluently. Ur (cited in Tuan and Mai, 2015) argues that speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language.

Spoken English is different from written English but it has a good relation in the midst of listening. The ability to listen to English effectively is very significant, because good listening is also an important step to good speaking (Zhang, 2009: 201). They have to practice more in speaking English. Such speaking activities as split information tasks, interview, ranking, making decision, strip story and problem-solving role play require learners not only to repeat language items but also produce the generative use of the language (Meng, 2009: 223)

Nunan (cited in Leong and Ahmadi, 2017) says that learning speaking skill 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. It is true that people usually don't see the successful language learner from his or her knowledge of grammar or vocabulary, but based on he or she speaks the language.

Brown and Burns and Joyce (cited in Leong and Ahmadi, 2017) also defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Bygate (cited in Leong and Ahmadi, 2017) defined speaking as the production of auditory signals to produce different verbal

responses in listeners. To conclude, speaking is an interactive process of making meaning and sharing information by using verbal and nonverbal symbols.

The differences of students' ability influence by several factors. According to Syafryadin, et al. (2017) the differences of each individual could be age, sex, aptitude, motivation, learning style, learning strategies, and personality which related to each other also in totality play important roles in language learning. The teacher should be aware with those differences in order to find an appropriate way to teach the students. One of the students' differences that strongly influenced the students' achievement in learning a language is their learning strategies. In order to enhance their speaking ability, they may have a particular or different learning strategy that different from anyone else.

Efrizal (2012) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

## **2.2 Relevance Studies**

There have been some former students who have done their own researches as the researcher does.

First, Gani (2015) with reserach title “Students’ Learning Strategies for Developing Speaking Ability” , this study was done to study the learning strategies used by both low and high performance speaking students in developing their speaking skills as well as the differences between the learning strategies used by both groups of learners. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Besides, the high performance students employed more learning strategies consciously and appropriately compared to the low performance students.

Second, Wael (2018) with research title “Exploring Students’ Learning Strategies In Speaking Performance”, This article aims to explore learning strategies used by students in speaking performance. To identify the types of learning strategies were adopted by the students of English department in learning to speak, the authors prepared journal logs with specific questions related to learning strategies. The researchers used qualitative design in this research. The result of this research showed that students of the fourth semester of English department frequently used memory strategies in learning speaking. The second was metacognitive strategies followed by social strategy in the third rank. The fourth was affective strategies and compensation strategies in the fifth rank and followed by cognitive strategy in the sixth rank. the lecturer as a feedback provider, a participant, and a prompter.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This is qualitative research. Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2004). One identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. In this research the writer use one variable. The variable is students' learning strategy in speaking performance by the Fourth Semester of English Language Education.

#### 3.2 Location and Time of the Research

The location of this research is at English Study Program of FKIP UIR Pekanbaru at Jl. Kaharuddin Nasution No 113 Pekanbaru Riau. The time of the research will be conducted in August 2021.

#### 3.3 Participants

The population of this study will be the Fourth Semester of English Language Education in 2020/2021 Academic Year at English Language Education of UIR. The researcher choosed IVA class as the sample of the research. It consist of 32 students. The participant of this research is taken through random sampling technique. Each member of the population had an equal chance of being selected as subject. The entire process was done in a single step where each subject selected independently of the other members of the participant. The researcher used lottery to find the class. All participant were written in a roll paper, and researcher chooses

one class to be the samples. The sample of this class was class IV A which consisted of 35 students.

### 3.4 Instruments of the Research

In order to collect the data needed for this study, questionnaire was used. The Strategy Inventory for Language Learning (SILL) version 7.0 containing 50 items as an instrument for assessing language learning strategies used by the learners. It was developed by Oxford (1990) and used in research of Gani (2015). There are 29 items selected as instruments for assessing the language learning strategies used by the learners in their speaking performance. The questionnaire consisted of six parts:

- a. Remembering more effectively (memory strategies),
- b. Using mental processes (cognitive strategies),
- c. Compensating for missing knowledge (compensation strategies),
- d. Organizing and evaluating learning (metacognitive strategies),
- e. Managing emotions (affective strategies)
- f. Learning with others (social strategies).

The SILL's 5-point scale was ranged from "never or almost never" to "always or almost always". The overall average indicated how often the learner tended to use the learning strategies in general, while averages for each part of the SILL indicated which strategy group(s) the learner tended to use most frequently. Each item based on 5 point likert scale are:

Table 3.1 Likert scale and scoring

Likert Scale	Score
Never	1
Rarely	2
Sometimes	3
Often	4
Always	5

### 3.5 Data Collection Technique

In completing the data, the next step of this research is collecting the data. The questionnaires was taken place at the English Study Program of FKIP UIR. Before the questionnaire will be administered to the students, participants are familiarized with the aim of the research. The basic information about the research is specified on questionnaires as well. Prior to answering the questionnaire, participants are promised to remain completely anonymous.

The researcher distributed the questionnaire to participants by using Google form by sharing the questionnaire in what's application group of Class IV A. After the participant are ready to fill out the questionnaire, the researcher will score it by using likert scale and analyzed the result.

### 3.6 Data Analysis Technique

According to Sugiyono (2016) Data analysis is the process of systematically searching and compiling data obtained from interviews, field records, and documentation, by organizing data into categories, elaborating into units, synthesizing, arranging in patterns, choosing which ones are important and to be studied, and making conclusions so that they are easy to understand.

In this research, the technique analysis data are:



1. Collecting data

The researcher create questionnaire and distribute to all of the participants of the research. In this research, there will be 32 students who answer the questionnaires.

2. Categorized the data based on indicators

Afterwards, the researcher categorized the data based on the indicators to make it easier for researcher to describing the data.

3. Describe the data

After categorizing the data, the researcher carried out analysis and described the data according to the data obtained.

4. Make conclusion

The last step of the analysis data is conclusion, the researcher made conclusion based on the data that obtained and generated in this study.

The data will be computed by using ms Excel to find the percentage:

The formula of percentage will be used in this research is as follow:

$$P = \frac{x}{n} \times 100\%$$

P = Percentage

X = total score

N = number of students

(Arikunto , 2013)

Beside the percentage, the researcher also used interval to scale the percentage into high, fair and low with the formula below.

$$\text{Scale of Percentage} = \frac{\text{HS-LS}}{\text{Class}} \times$$

Scale of Percentage: Range among high, fair and low

HS : Highest Score

LS : Lowest Score

Class : 3 categories (high, fair and low)

The percentages and means of each item on the questionnaire were used for finding a) What are the learning strategies used by the Fourth Semester of English Language Education? b) What is the most learning strategies used by the Fourth Semester of English Language Education. For clarity and simplification, the results were summarized and presented in tables, which make them in order. The results of the document interpretation and questionnaire will be described in the form of a narrative. Finally, the sixth step the reserach will draw brief conclusions of the research findings.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Data Description

All the data needed in this research were collected by giving questionnaire to sample. The questionnaire was used to know what are the learning strategies used by the Fourth Semester of English Language Education and What is the most learning strategies used by the Fourth Semester of English Language Education. There were 35 students become the sample. The students' answer of the learning strategies used by the Fourth Semester of English Language Education questionnaire can be seen in Table 4.1

**Table 4.1 Recapitulation of Students' Answers of the learning strategies used by the Fourth Semester of English Language Education**

NO	Strategies	Responds				
		A	O	S	R	N
1	Memory strategies	15 (10,71%)	50 (35,71%)	53 (37,85%)	15 (10,71%)	7 (2,14%)
2	Cognitive strategies	56 (26,66%)	86 (40,95%)	46 (21,90%)	15 (7,14%)	7 (3,33%)
3	Compensation strategies	45 (32,14%)	53 (37,85%)	31 (22,85%)	8 (5,71%)	2 (1,43%)
4	Metacognitive strategies	51 (24,28%)	70 (33,33%)	62 (29,52%)	12 (5,71%)	15 (7,14%)
5	Affective strategies	44 (25,14%)	57 (32,51%)	50 (28,57%)	10 (5,71%)	14 (8%)
6	Social strategies	45 (32,14%)	43 (30,71%)	34 (24,28%)	11 (7,85%)	7 (5%)

From table 1, it is illustrated that the most learning strategies used by the Fourth Semester of English Language Education was **cognitive strategy** . It can be seen from the percentage of this strategy used by students about 40,95%, while the second most used by students was Compensation strategies and Memory strategies

(40,95%), the third most used by students was Memory strategies (37,85%) and followed by Affective strategies (32,51%) and Social strategies (32,14%). Each of indicators will be described in the following sections:

#### 4.1.1 Remembering more effectively (memory strategies)

Memory strategies help learner link one target language item or concept with another but do not necessarily involve deep understanding. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. To see the students' responds in this indicator, it can be seen in the following table:

**Table 4.2 Students' Responds of Memory Strategies**

NO	Statement	Responds				
		A	O	S	R	N
1	I remember a new English word by making a mental picture of a situation in which the word might be used in speaking	4	17	11	3	0
2	I use rhymes/flascard to remember new English words for my speaking	2	10	15	5	3
3	I review English lessons often to increase my speaking skill	5	12	12	5	1
4	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign to help me to have idea for speaking	4	11	15	2	3
	Total	15	50	53	15	7
	Percentage (%)	10,71	35,71	37,86	10,71	5

Based on the table it can be seen that from 4 statement of Remembering more effectively (memory strategies), 10,71% students "always" used memory

strategies, 35,71% students “often” used memory strategies, 37,86% “sometimes” used memory strategies, 10,71% students “rarely” used memory strategies and 5% “never” used memory strategies. From the result it can be seen that most of students or 37,86% student ‘sometimes’ used the memory strategy in learning English.

#### 4.1.2 Using mental processes (Cognitive Strategies)

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas practicing in naturalistic settings, and practicing structures and sounds formally. To see the students’ responds in this indicator, it can be seen in the following table:

**Table 4.3 Students’ Responds of Cognitive Strategies**

NO	Statement	Responds				
		A	O	S	R	N
5	I say or write new English words several times to improve my speaking skill	7	16	8	3	1
6	I try to talk like native English speakers to make me more confidence in speaking	14	12	6	2	1
7	I use the English words I know in different ways to speak	9	15	9	1	1
8	I start conversations in English.	5	20	7	2	1
9	I watch English language TV shows spoken in English or go to movies spoken in English to improve my speaking skill	15	11	5	2	2
10	I try not to translate word-for-word while speaking	6	12	11	4	1
	Total	56	86	46	14	7
	Percentage (%)	26,67	40,95	21,90	6,67	3,33

From 6 statements of Using mental processes (cognitive strategies) it showed that 26,67% students “always” used cognitive strategies, 40,95% students

“often” used cognitive strategies, 21,20% “sometimes” used cognitive strategies, 6,67% students “rarely” used cognitive strategies and 3,33% “never” used cognitive strategies. From the result it can be seen that most of students or 40,95% student “often” used the cognitive strategies in learning English.

#### 4.1.3 Compensating for Missing Knowledge (Compensation Strategies)

Compensation strategies such as guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge. To see the students’ responds in this indicator, it can be seen in the following table:

**Table 4.4 Students’ Responds of Compensation Strategies**

NO	Statement	Responds				
		A	O	S	R	N
11	When I can't think of a word during a conversation in English, I use gestures.	7	16	9	2	1
12	I make up new words if I do not know the right ones in English while speaking	12	11	9	2	1
13	I try to guess what the other person will say next in English.	9	15	8	3	0
14	If I can't think of an English word, I use a word or phrase that means the same thing while speaking	17	11	6	1	0
	Total	45	53	32	8	2
	Percentage (%)	32,14	37,86	22,86	5,71	1,43

Based on the table it can be seen that from 4 statement of Compensation Strategies, 32,14% students “always” used Compensation Strategies, 37,86% students “often” used Compensation Strategies, 22,86% “sometimes” used Compensation Strategies, 5,71% students “rarely” used Compensation Strategies

and 1,43% “never” used Compensation Strategies. From the result it can be seen that most of students or 37,86% student ‘**often**’ used the Compensation Strategies in learning English.

#### 4.1.4 Organizing and evaluating learning (Metacognitive Strategies)

Metacognitive strategies such as identifying one's own learning style preferences and needs, planning for a target language task, gathering and organizing material, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. To see the students’ responds in this indicator, it can be seen in the following table:

**Table 4.5 Students’ Responds of Metacognitive Strategies**

NO	Statement	Responds				
		A	O	S	R	N
15	I try to find as many ways as I can use my English for speaking	10	10	11	0	4
16	I notice my English mistakes and use that information to help me do better in speaking	6	16	11	0	2
17	I pay attention when someone is speaking English.	13	11	7	2	2
18	I try to find out how to be a better in speaking English	8	11	11	3	2
19	I look for people I can talk to in English.	6	9	11	4	5
20	I have clear goals for improving my English speaking skills.	8	13	11	3	0
	Total	51	70	62	12	15
	Percentage (%)	24,29	33,33	29,52	5,71	7,14

From 6 statements of metacognitive strategies it showed that 24,29% students “always” used metacognitive strategies, 33,33% students “often” used metacognitive strategies, 29,52% “sometimes” used metacognitive strategies,

5,71% students “rarely” used metacognitive strategies and 7,14% “never” used metacognitive strategies. From the result it can be seen that most of students or 33,33% student “often” used the metacognitive strategies in learning English.

#### 4.1.5 Managing emotions (Affective Strategies)

The term of affective refers to emotions, attitudes, motivations, and values. Affective strategies included anxiety reduction, self-encouragement, emotional self-awareness. It is associated with learners' attention and effort. to control psychological barriers such as feeling shame of using English, afraid of making mistake, nervous. To see the students’ responds in this indicator, it can be seen in the following table:

**Table 4.6 Students’ Responds of Affective Strategies**

NO	Statement	Responds				
		A	O	S	R	N
21	I try to relax whenever I feel afraid to speak	10	10	11	0	3
22	I encourage myself to speak English even when I am afraid of making a mistake.	6	16	11	0	2
23	I give myself a reward or treat when I do well in speaking	13	11	7	2	2
24	I notice if I am tense or nervous when I am speaking	8	11	11	3	2
25	I talk to someone else about how I feel when I am speaking	7	9	10	4	5
	Total	44	57	50	9	14
	Percentage (%)	25,14	32,57	28,57	5,14	8,00

Based on the table it can be seen that from 5 statement of affective strategies, 25,14% students “always” used affective strategies, 32,57% students “often” used affective strategies, 28,57% “sometimes” used affective strategies, 5,14% students “rarely” used affective strategies and 8 % “never” used affective strategies. From



the result it can be seen that most of students or 32,57 % student ‘often’ used the affective strategies in learning English.

#### 4.1.6 Learning with others (Social Strategies).

Social strategies such as asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. To see the students’ responds in this indicator, it can be seen in the following table:

**Table 4.7 Students’ Responds of Social Strategies**

NO	Statement	Responds				
		A	O	S	R	N
26	If I do not understand something in a conversation, I ask the other person to slow down or say it again.	13	11	7	2	2
27	I ask English speakers to correct me when I talk	8	11	11	3	2
28	I practice speaking English with other students to improve my speaking skill	15	8	8	4	0
29	I try to learn about the culture of English speakers to improve my English speaking	9	13	8	2	3
	Total	45	43	34	11	7
	Percentage (%)	32,14	30,71	24,29	7,86	5,00

From 4 statements of social strategies it showed that 32,14 % students “always” used social strategies, 30,71% students “often” used social strategies, 24,29% “sometimes” used social strategies, 7,86% students “rarely” used social strategies and 5 % “never” used social strategies. From the result it can be seen that

most of students or 32,14% student “often” used the social strategies in learning English.

#### 4.3 Discussion

From the research result it is illustrated that the most learning strategies used by the Fourth Semester of English Language Education was **cognitive strategy**. It can be seen from the percentage of this strategy used by students about 40,95%, while the second most used by students was Compensation strategies and Memory strategies (40,95%), the third most used by students was Memory strategies (37,85%) and followed by Affective strategies (32,51%) and Social strategies (32,14%).

This finding stands with Kunasaraphan (2015) The findings of this study revealed that students used both direct and indirect strategies classified in six categories of language learning strategies at the medium level. More precisely, the analysis showed that the first year students used indirect strategies in learning English more than direct strategies, 3.48 and 3.26 respectively. The most frequently used strategy was cognitive strategies (3.3152) which was the only one strategy with a high level of usage, followed by Social strategies (3.4204), Metacognitive strategies (3.3365), Affective strategies (3.3152), Compensation strategies (3.2878), and Memory strategies (3.1635).

This finding stands in contrast with the finding of Ibrahim (2018), The researchers used qualitative design in this research. The result of this research showed that students of the fourth semester of English department frequently used memory strategies in learning speaking. The second was metacognitive strategies

followed by social strategy in the third rank. The fourth was affective strategies and compensation strategies in the fifth rank and followed by cognitive strategy in the sixth rank



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## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusions

This study aimed to know the learning strategies used by the Fourth Semester of English Language Education, and to know the most learning strategies used by the Fourth Semester of English Language Education. Based on the recapitulation of the research the research question of this research “What are the academic reading strategies applied in the fourth semester students in English Language Education of UIR it is found that the most learning strategies used by the Fourth Semester of English Language Education was cognitive strategy. It can be seen from the percentage of this strategy used by students about 40,95%, while the second most used by students was Compensation strategies and Memory strategies (40,95%), the third most used by students was Memory strategies (37,85%) and followed by Affective strategies (32,51%) and Social strategies (32,14%).

### 5.2 Suggestions

a. For teacher/lecturer

It is important to create a workshop on learning strategies in language learning to enrich the students' as future pre-service teachers- knowledge in language learning

b. for students

The results of the study showed that students were studying English in quite different strategies It can be implemented to help the students in developing their learning strategies in speaking performance.

c. Next Reseacher

Looking ahead, more research is needed to investigate why certain strategies are used or not used often than other strategies in language learning. Perhaps future research could examine more deeply the interaction between speaking strategies and learning on the students.



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