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Exploring Learning Strategies in Developing Speaking Skill of English Education Students at Tadulako University

Eksplorasi Strategi Pembelajaran dalam Mengembangkan Keterampilan Berbicara Mahasiswa Pendidikan Bahasa Inggris di Universitas Tadulako

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A B S T R A K

Penelitian ini bertujuan untuk mengeksplor strategi belajar yang di gunakan oleh mahasiswa pendidikan bahasa inggris di Universitas Tadulako dalam mengembangkan keterampilan berbicara. Peneliti ini menggunakan deskriptif kualitatif sebagai desain dalam penelitian dan populasi dari penelitian ini adalah mahasiswa pendidikan bahasa inggris dengan sampel sepuluh siswa di semester empat, prosedur pengambilan datanya menggunakan investigasi, dan wawancara. Dalam investigasi, peneliti menggunakan daftar nilai dan kuestioner. Instrumen yang di gunakan dalam penelitian ini adalah lembar pertanyaan dan pertanyaan dalam bentuk wawancara. Hasil dari penelitian ini menunjukan bahwa kognitif strategi, afektif strategi, metakognitif strategi, dan sosial strategi adalah strategi yang paling sering digunakan oleh mahasiswa di penelitian ini dalam mengembangkan keterampilan berbicaranya. Selain itu faktor lain juga mempengaruhi mahasiswa seperti faktor psikologi, dan faktor sosial.

A B S T R A C T

This research aims of exploring learning strategies used by English Education students at Tadulako University in developing speaking skill. The researcher used quantitative research with descriptive methods design in this research and the population in this research is English Education students and the samples are ten students in the fourth semester, the procedures of data collection are investigation, and interview. In the investigation the researcher use document based data and questionnaire. The instruments of this researcher are a set of question and interview question. The result of this research shows that memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies are use by the students in this research in developing speaking skill. Futhermore the other factors also influence students such as pyschology factor, and social factors.

INTRODUCTION

Language is a tool for communication, there were many languages in the world that people use to communicate with others. One of those languages is English which had seven statues in the world, the first one is English as mother tongue, English as the first language, English as a second language, English as a foreign language, English as a global language, English as an international language, and English as lingua franca. In another world, English can be stated as one of the languages in the world that uses by people in each country. English as the international language of many countries must be learned by many people, especially in the education aspect.

English is a foreign language in Indonesia, which means that English is not the primary language for daily interaction, and it is use restrictedly. When learning English, the students demanded to master four skills of English, which were reading, writing, listening, and speaking. The four skills were divided into two categories which are receptive and productive, listening and reading are in receptive skills, which means the learner receipt information by listening and reading, besides speaking and writing are in productive skills that share information with others. Therefore the students must know about those skills to develop their English in this globalization era to compete with people. Discussing the finding that 50% of students never practice with native speakers. This is contextualized within Indonesia's EFL environment, where limited access to native speakers forces students to rely more on digital interaction and peer-to-peer dialogue.

Students who learn English have experienced some difficulties during the learning process, particularly speaking skills. In addition, among the four language skills, speaking is one of the important skills that must be learned in acquiring a new language. In the current time, speaking is utilized for many purposes, such as communication for daily life and academic context. Moreover, (Brown, 2003) stated that speaking is a tool for communication between some people to share their ideas and feeling. In addition, speaking in oral communication is used between speakers and listeners to transfer information, ideas, and feelings. Therefore, it can be pointed out that speaking is an oral skill that showed the speaker's capability in constructing a systematic speech to show and express their thought by using the language.

The concept of students characteristics were used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social, or cognitive self that may influence how and what they learn. Students' characteristics can be personal, academic, social/emotional, and/or cognitive in nature. Personal characteristics often relate to demographic information such as age, gender, maturation, language, social-economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning. Academic characteristics are more education and/or learning-related such as learning goals (of an individual or a group), prior knowledge, educational type, and educational level. Social/emotional characteristics relate to the group or the individual concerning the group. Examples of social or emotional characteristics are group structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, etc. Finally, cognitive characteristics relate to such things as attention span, memory, mental procedures, and intellectual skills which determine how the learner perceives, remembers, thinks, solves problems, organizes, and represents information in her/his brain.

There are often large differences between the characteristics of different learners and groups of learners such as children, students, professionals, adults, older people, and disabled persons. These groups differ in their motivation, prior knowledge, expertise level, study time, and physical abilities. Based on the explanation above, Mawardin (2020) stated that learning is acquiring new knowledge consciously by using a language. The differences within the learner characteristics have an impact on the structure of the instruction and the degree of support and guidance of the learning process.

Students of the English department try to employ different strategies to learn speaking skills. The strategies were categorized as learning strategies that were necessary to build students' motivation and help them to be independent in learning English. Moreover, students at university levels sometimes did not feel confident to speak English either inside or outside the classroom even though they were from the English department. The main point that should be considered that the students were lack exposure and practice in English.

Students do not use effective and compensation strategies in their learning. Furthermore, Gursoy (2010) who investigated students' learning strategies employed by third, fourth, and fifth grade in two private schools in Turkey, found that students employed memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, and social strategies. The result of studies can be stated that students need to choose their learning strategies to make them aware in case of their learning. The researcher wants to explore the learning strategies in developing the speaking skill of English education students at Tadulako University.

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METHOD

This descriptive qualitative research was design to explore the strategies employed by the students in speaking performance. The researcher wanted to fully understand a particular bounded unit that must be explained, described, illustrated, or explored (Yin, 2016). The writer used a qualitative design to obtain the data and to present the result of this research.

RESULTS AND DISCUSSION

Result of The Research

In this chapter, the researcher described the result of the research. The result would be divided into two parts. The First was a result of the investigation, and the second was a result of the interview. The focus of this research findings was to identify the students learning strategies at Tadulako University.

Result of The Investigation

The investigation data was used to found students' grades on speaking skill. The data were used to classify the students who have an A or A- as their grade on speaking skill in the third semester. The document-based data was used to found students' grades. The researcher used the following table which consists of students grade in speaking skill:

Table 1. Students' Grade in Speaking Skill (Class B)

Number	Initial	Grade
1	AM	A-
2	ANA	A
3	AS	B+
4	AT	B+
5	AZ	B+
6	BRS	B+
7	CV	A
8	FNA	A
9	FR	B+
10	GA	A
11	IW	A-
12	MA	A
13	MF	A-
14	NR	A
15	NS	B+
16	QAS	A
17	ST	A-
18	TPM	B+
19	TW	B+
20	YF	A-

Table 2. Students' Grade in Speaking Skill (class C)

Number	Initial	Grade
1	ARN	E
2	ASI	A-
3	FA	A-
4	FN	B+
5	FPF	B+
6	HUI	B+
7	MAAMJ	A-
8	MR	B+
9	MZ	A-
10	NH	B+
11	NSP	A-
12	NW	E
13	RF	B+
14	SAP	B+
15	SMN	B
16	SR	A-
17	SRA	A-

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18	SSW	A-
19	SU	B+
20	VMMS	A-

From the tables above, it showed that the researcher took two classes on this research. There were class B and class C which consisted of 20 students from each class. The tables above also showed students grade in speaking skill, 12 students had an A and A- grade in class B and 9 students in class C. Therefore, the total students who had an A and A- grade were 21 from two classes, from the 21 students who had a good grade in speaking skill there were 10 students who agreed to be participants of the research, the students followed:

Table 3. Participants of The Research

Number	Initial	Grade
1	AM (P1)	A-
2	ANA (P2)	A
3	CV (P3)	A
4	FNA (P4)	A
5	MAA (P5)	A
6	MZ (P6)	A-
7	NR (P7)	A
8	NSP (P8)	A-
9	QAS (P9)	A
10	VMMS (P10)	A-

The researcher named the 10 students who agreed to be a participant of the research as P1 until P10 to made this research easier and to keep the privacy of the students. In this investigation, the researcher also gave a set of questions to the students. The questions were answered by the students in written form, A questionnaire was used in this study.

The questionnaire was used to identify the learning strategies used by the students. The questionnaire was distributed to English education students at Tadulako University as the sample. The questionnaire consisted of 20 statements and have distributed to 10 students of the English education program. The following presentation described a clear explanation about the statements of the questionnaire:

Table 4. Result of Questionnaire

No	Statements	Percentages				
		Never	Seldom	Sometimes	Often	Always
1	I use rhymes to remember new English words.	20%	30%	30%	30%	0%
2	I try to remember new English words by pronouncing them.	0%	0%	10%	40%	50%
3	I speak a word or a sentence several times to remember it.	0%	0%	50%	10%	40%
4	I try to learn a new pattern by making a sentence orally.	0%	10%	40%	30%	20%
5	I try to translate Indonesian sentences into English sentences and produce them orally.	0%	0%	10%	50%	40%
6	I try to remember what the English word equivalent to Indonesian word is.	10%	20%	30%	20%	20%
7	I prepare a topic or grammatical rules in speaking practice.	0%	10%	30%	20%	40%
8	I mix Indonesian words and English words if I do not know the English words.	0%	0%	30%	30%	40%
9	I put words into rules that I know in speaking.	0%	0%	30%	60%	10%

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10	Before I respond orally to questions, I write out the answers.	0%	20%	30%	40%	10%
11	I tape record the sentences I produce.	40%	0%	40%	10%	10%
12	I try to correct the mistakes that I produce orally.	0%	0%	0%	50%	50%
13	I try to evaluate my utterances after speaking.	0%	0%	10%	40%	50%
14	I notice my English mistakes, and use that information to help me do better.	0%	0%	20%	30%	50%
15	Before I respond orally to questions, I write out the answers.	0%	20%	30%	40%	10%
16	I try to speak with myself to improve my speaking.	0%	0%	10%	10%	80%
17	If I cannot think during a conversation in English, I use gestures.	0%	10%	10%	50%	30%
18	I ask somebody to correct me when I talk.	0%	10%	20%	20%	50%
19	I practice speaking with my friends or my teachers	0%	10%	40%	20%	20%
20	I practice English with native speakers	50%	10%	20%	0%	20%

From the table above, the researcher made five options for each question statement, the option was never, seldom, sometimes, often, and always. These statement options were used to represented students' behavior in developing speaking skill. The researcher used percentages on the table to present the data. The percentages were taken from the number of the student who chose the option (n), divided by the number of the students in the class ($\sum$n), and multiplied 100%.

From the tables above, it showed that the researcher took two classes on this research. There were class B and class C which consisted of 20 students from each class. The tables above also showed students grade in speaking skill, 12 students had an A and A- grade in class B and 9 students in class C. Therefore, the total students who had an A and A- grade were 21 from two classes, from the 21 students who had a good grade in speaking skill there were 10 students who agreed to be participants of the research, the students followed:

Table 5. Participants of The Research

Number	Initial	Grade
1	AM (P1)	A-
2	ANA (P2)	A
3	CV (P3)	A
4	FNA (P4)	A
5	MAA (P5)	A
6	MZ (P6)	A-
7	NR (P7)	A
8	NSP (P8)	A-
9	QAS (P9)	A
10	VMMS (P10)	A-

The researcher named the 10 students who agreed to be a participant of the research as P1 until P10 to made this research easier and to keep the privacy of the students. In this investigation, the researcher also gave a set of questions to the students. The questions were answered by the students in written form, A questionnaire was used in this study.

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Table 6. Result of Questionnaire

No	Statements	Percentages				
		Never	Seldom	Sometimes	Often	Always
1	I use rhymes to remember new English words.	20%	30%	30%	30%	0%
2	I try to remember new English words by pronouncing them.	0%	0%	10%	40%	50%
3	I speak a word or a sentence several times to remember it.	0%	0%	50%	10%	40%
4	I try to learn a new pattern by making a sentence orally.	0%	10%	40%	30%	20%
5	I try to translate Indonesian sentences into English sentences and produce them orally.	0%	0%	10%	50%	40%
6	I try to remember what the English word equivalent to Indonesian word is.	10%	20%	30%	20%	20%
7	I prepare a topic or grammatical rules in speaking practice.	0%	10%	30%	20%	40%
8	I mix Indonesian words and English words if I do not know the English words.	0%	0%	30%	30%	40%
9	I put words into rules that I know in speaking.	0%	0%	30%	60%	10%
10	Before I respond orally to questions, I write out the answers.	0%	20%	30%	40%	10%
11	I tape record the sentences I produce.	40%	0%	40%	10%	10%
12	I try to correct the mistakes that I produce orally.	0%	0%	0%	50%	50%
13	I try to evaluate my utterances after speaking.	0%	0%	10%	40%	50%
14	I notice my English mistakes, and use that information to help me do better.	0%	0%	20%	30%	50%
15	Before I respond orally to questions, I write out the answers.	0%	20%	30%	40%	10%
16	I try to speak with myself to improve my speaking.	0%	0%	10%	10%	80%
17	If I cannot think during a conversation in English, I use gestures.	0%	10%	10%	50%	30%
18	I ask somebody to correct me when I talk.	0%	10%	20%	20%	50%
19	I practice speaking with my friends or my teachers	0%	10%	40%	20%	20%
20	I practice English with native speakers	50%	10%	20%	0%	20%

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From the table above, the researcher made five options for each question statement, the option was never, seldom, sometimes, often, and always. These statement options were used to represented students' behavior in developing speaking skill. The researcher used percentages on the table to present the data. The percentages were taken from the number of the student who chose the option (n), divided by the number of the students in the class ($\sum$n), and multiplied 100%.

$$\frac{n}{\sum n} \times 100\% = percentage$$

The question statements were classified into six categories of learning strategies. Which were memories strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The strategies were used adapted from Oxford (1990). The categories as follow:

Memories Strategies Adapted from Oxford (1990)

Memory strategies from the table above showed in numbers one, two, and three. The table of statement above showed a total of 10 students. The percentages of statement number one were 20% students chose 'never' for their option of the statement. Meanwhile, 30% of students chose 'seldom' for their option, 30% of students chose 'sometimes' for their option, 30% students chose 'often' for their option, and 0% students chose 'always' for their option. The percentages were analyzed by qualitative.

The percentages of statement number two were 0% students chose 'never' for their option. Students who chose 'seldom' for their option are 0%. Meanwhile, 10% of students chose 'sometimes' for their option. 40% of students chose 'often' for their option. 50% of students chose 'always' for their option.

The percentages of statement number three were 0% students chose 'never' for their option. 0% of students chose 'seldom' for their option. 50% chose 'sometimes' for their option. 10% of students chose 'often' for their option. The last was 40% chose 'always' for their option.

Cognitive Strategies Adapted From Oxford (1990)

The table of statement above defined cognitive strategies in numbers four, five, six, and seven. The total students are 10 and the percentages of the statement number four were 0% students chose 'never' for their option. 10% of students chose 'seldom' for their option. 40% of students chose 'sometimes' for their option. 30% of students chose 'often' for their option, and 20% of students chose 'always' for their option.

The percentages of statement number five were 0% students chose 'never' for their option. 0% of students chose 'seldom' for their option. 10% of students chose 'sometimes' for their option. 50% of students chose 'often' for their option, and 40% of students chose 'always' for their option. Number six showed percentages of 10% for 'never'. 20% for 'seldom'. 30% for 'sometimes'. 20% for 'often'. The last was 20% for 'always. The percentages were the total of 10 students who chose a different option.

The percentages of statement number seven were 0% students chose 'never' for their option. 10% of students chose 'seldom' for their option. 30% of students chose 'sometimes' for their option. 20% of students chose 'often' for their option. The last was 40% students chose 'always' for their option.

Compensation Strategies According Adapted from Oxford (1990)

The table of statement above-defined compensation strategies in numbers eight, nine, ten, and eleven. The total of students were 10 and the percentage of statement number eight were 40% students chose 'never' for their option. 0% of students chose 'seldom' for their option. 40% of students chose 'sometimes' for their option. 10% of students chose 'often' for their option. The last was 10% students chose 'always' for their option.

The percentages of statement number nine showed that 0% of students chose 'never' for their option. 0% of students chose 'seldom' for their option. 30% of students chose 'sometimes' for their option. 30% of students chose 'often' for their option, and 40% of students chose 'always' for their option.

The percentages of statement number ten showed that 0% of students chose 'never' for their option. 20% of students chose 'seldom' for their option. 40% of students chose 'sometimes' for their option. 30% of students chose 'often' for their option. The last 10% of students chose 'always' for their option. Number eleven showed the percentages of students chooses were 0% for 'never'. 20% for 'seldom'. 40% for 'sometimes'. 30% for 'often'. The last was 10% for 'always'.

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Metacognitive Strategies Adapted from Oxford (1990)

The table of statement above defined as metacognitive strategies in number twelve, thirteen, and fourteen, for the total of 10 students the percentages of statement number twelve were 0% of students chose 'never' for their option of the statement, 0% of students chose 'seldom' for their option, 0% students chose 'sometimes' for their option, 50% students chose 'often' for their option, and 50% students chose 'always' for their option. The percentages of statement number thirteen were 0% students chose 'never' for their option, 0% students chose 'seldom' for their option, 10% students chose 'sometimes' for their option, 40% students chose 'often' for their option, and 50% students chose 'always' for their option. The percentages of statement number fourteen were 0% students chose 'never' for their option, 0% students chose 'seldom' for their option, 20% chose 'sometimes' for their option, 30% students chose 'often' for their option, and 50% chose 'always' for their option.

Affective Strategies Adapted from Oxford (1990)

The table of statement above-defined affective strategies in numbers fifteen, sixteen, and seventeen. For the total of 10 students. The percentages of statement number fifteen were 0% students chose 'never' for their option of the statement, 20% students chose 'seldom' for their option, 30% students chose 'sometimes' for their option, 40% students chose 'often' for their option. The last was 10% students chose 'always' for their option. The percentages of statement number sixteen were 0% students chose 'never' for their option, 0% students chose 'seldom' for their option, 10% students chose 'sometimes' for their option, 10% students chose 'often' for their option, and 80% students chose 'always' for their option. The percentages of statement number seventeen were 0% students chose 'never' for their option. 10% of students chose 'seldom' for their option. 10% chose 'sometimes' for their option. 50% of students chose 'often' for their option. The last 30% chose 'always' for their option.

Social Strategies Adapted from Oxford (1990)

The table of statement above defined as social strategies in numbers eighteen, nineteen, and twenty. For the total of 10 students. The percentages of statement number eighteen were 0% students chose 'never' for their option of the statement, 10% students chose 'seldom' for their option, 20% students chose 'sometimes' for their option, 20% students chose 'often' for their option. The last was 50% students chose 'always' for their option.

The percentages of statement number nineteen were 0% students chose 'never' for their option. 10% of students chose 'seldom' for their option. 40% of students chose 'sometimes' for their option. 20% of students chose 'often' for their option. The last was 20% students chose 'always' for their option. The percentages of statement number twenty were 50% students chose 'never' for their option. 10% of students chose 'seldom' for their option. 20% chose 'sometimes' for their option. 0% of students chose 'often' for their option. The last was 20% chose 'always' for their option.

Result of The Interview

Interview was used to strengthen the data from the questionnaire. In this research proposal, the researcher used the one-and-one interview to got the data, and from the total participants on this research, the researcher chose three of the participants to get the supporting data. The participants were named as participant 1 (P1), participant 2 (P2), and participant 3 (P3), the researcher put the interview result of all of the participants to showed the conversation between the researcher and student. This interview purposed to strengthen students' statement of the questionnaire. The interview as follow :

First Interview: MA from class B as participant 1 of the interview and the researcher as the interviewer.

Interviewer: Assalamualaikum and good afternoon. Firstly I want to say thank you for joining as a participant in my research proposal. Let's just straight to the questions, I hope you can answer all of these interview questions. So the first question is how many hours do you practice your English in a day?

Participant 1: Okay, thank you I will answer the first question. I think that I don't determine how many hours I use in a day to practice my speaking. But if I have a partner or I just watching the drama or something that I can use to practice my English like listening to music. So I think I don't determine what hours on a date I use my day to practice my speaking skill.

Interviewer: What did you do to develop your English?

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Participant 1: Ok, as I said before that I like to watching drama and sometimes when I watching the drama I don't use Indonesian subtitle, I use English, so I can improve my speaking skills with that and then I'd like to listen to music and I love singing so I used both of them to improve my speaking skills.
Interviewer: Do you use dialogue with your friends to develop your speaking skill?

Participant 1: I and my friend seldom use dialogue because If we use the dialogue it makes it's not directly, it's not constantly just by our language so I seldom use dialogue when I speaking with my friends.

Interviewer: What kind of methods do you use to develop your speaking skills?

Participant 1: Okay for the method I use, I don't have any special methods that I used to improve my speaking because I just use my hobby that is listening to music, watching drama to improve my speaking skill, I think that's the method I use to improve my speaking skills.

Interviewer: In what way do you like the method?

Participant 1: I think in the way that I enjoy, I enjoyed the way when listening to music or drama that's my hobby, so I enjoyed listening and watching so I think that's what I like listening and watching.

Interviewer: What is the difficulty that you find in developing your speaking skill?

Participant 1: The difficulty I got for speaking, I think lack of vocabularies, when we have a lack of vocabularies so that's we never confident and afraid of making mistakes in grammar or the structure.

Interviewer: What kind of manners do you think very useful to developing your speaking skill?

Participant 1: Like watching drama or listening to music because from both of them I can take many benefits such as I can memorize vocabulary when I search The Subtitle English I tried to understand the meaning and when I listening to music I tried to follow the music I tried to sing a song, I think that's all the way that very useful because I don't like learning more about grammatical structure.

Interviewer: Okay, thank you for all of the information, it will help me a lot to find the result of my research.
Second interview: MZ as participant 2 on this research and the researcher as the interviewer.

Interviewer: Thank you Zaka for your time to be a participant in this research, let's just straight to the interview question. How many hours do you practice your English in a day?

Participant 2: Umm... I'm not very sure about the time, but often I just practice my English in the game, I chatting with my friends, and I play a game a lot like eight hours to ten hours a day seems it is a pandemic situation, and yeah that's why I have times to play the game a lot, and it's just helping me to develop my vocabulary and knowing a lot of new words, and sometimes I practice my speaking skill with my friends in the game.

Participant 2: I like to listening music, I like to hear rapper that talking to each other, and I try to imitate them, and sometimes I write some words that I hear and I try to pronounce them, and it helps me a lot, but I think a game has the big impact on me, it helps me develop my English.

Interviewer: I see, and do you watch youtube to develop your speaking skill?

Participant 2: Yes, sometimes I watch youtube, I like to watch a new music video, and try to sing it too, I think it helps me a lot in speaking.

Interview: Okay, and do you use dialog with your friends to develop your speaking skill?

Participant 2: Umm... yeah, sometimes at night when I playing the game online like COD and some stuff, I use voice chat in the game which helps me to communicate with my friends from overseas, they help me a lot to develop my speaking skill. I know that my mother tongue is not English, and it kinda hard to speak

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English in the right way, but I think because I used to dialog with my friends in the game, my speaking skill is way better now.

Interviewer: I agree, and what kind of method do you use to develop your speaking skill?

Participant 2: I think I don't have any special method because I just do it like this, and it helps me a lot, maybe if can say it easily I think it's a playing game method.

Participant 2: Umm... it does not make me feel nervous and I kind of speak freely in the game, it makes me relax also it now makes me feel under pressure.
Interviewer: What is the difficulty that you find in developing your speaking skill?

Participant 2: Yes, umm I think pronunciation because it's not our mother tongue, sometimes when I speak with my friends in-game they got confused about what I'm saying because my pronunciation is wrong.

Interviewer: Hmm... I see, but I hope this case didn't take your confidence away, because your pronunciation is not so bad, okay the last question is what kind of manners do you think are very useful to develop your speaking skill?

Participant 2: I think it's dialog because if I make conversation with my friends, it makes me learn some words that I never heard before, and I try to search for the meaning and remember it.
Interviewer: Okay, thank you zaka for all of the information, it will help me a lot to find the result of my research.
Third Interview, QA from class B as participant 3 of the interview and the researcher as the interviewer.

Interviewer: Thank you Ayun for your time to be a participant in this research, let's just straight to the interview question. How many hours do you practice your English in a day?

Participant 3: I think it's like one hour in a day, or it depends because I don't know.

Interviewer: Okay, and what did you do to develop your English?

Participant 3: Hmm... I usually like talking to myself, is it normal? it's like before I got to sleep or when I'm taking a bath. Yes, I'm talking to myself to improve my English or try to remember vocabulary.
Interviewer: it's okay, it's normal, you are not crazy, okay next question, do you watch youtube to develop your speaking skill?

Participant 3: Yes, of course, I like to watch random videos like people who give some advice to the audience.

Interviewer: I like to watch that too, and do you use dialog with your friends to develop your speaking skill?

Participant 3: Yes, but sometimes I also speak with my sister.

Interviewer: Okay, by the way, what kind of method do you use to develop your speaking skill?

Participant 3: It's random because I like to read books, watching a movie, listening music, and all of that helps me to develop my speaking skill.

Interviewer: I got it, and in what way do you like the methods?

Participant 3: I think because I enjoy it and I'm not afraid if I make mistakes.

Interviewr: I see, and as long as you learning English, what is the difficulties that you find in developing your speaking skill?

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Participant 3: A lot of difficulties, like trying to find vocabulary and grammar also, sometimes it so hard when I'm talking, and I have to remember it well. that's all so far.

Interviewer: What kind of manners do you think are very useful to develop your speaking skill?

Participant 3: Talking with my friends, I think helps me a lot.

Interviewer: Hmm, I see, thank you Ayun for all of the information, it will help me a lot to find the result of my research.
As the result of the interview, the researcher concluded that students used various learning strategies to develop their speaking skill. Such as watching youtube, movies, videos, listening to music, reading books, playing games, and make a dialog with friends. The interview result also showed some difficulties that students had in developing speaking skills. Such as remembering vocabulary, grammar, and pronunciation.

Discussion of The Research

In this part, the researcher provided the analysis based on the findings of exploring learning strategies of English Education students in developing speaking skill. The data presenting are from the students' questionnaire and interview. The questionnaire was given on the day of March 10th, 2021, and the interview was given on the day of March 12th, 2021. The researcher distributed the questionnaire and interview online due to the pandemic situation. The questionnaire consists of 20 statements and the interview consists of 8 questions.

Based on the questionnaire result, statement number one showed that 30% of students often use that kind of learning strategy in their study. Number two showed 50% of students always use that kind of learning strategy in their study, and number three showed that 50% of students sometimes use that kind of learning strategy in their study. Those kinds of strategies were categorized as memory strategies based on Oxford (1990). Based on the data above it showed that students used memory strategies to develop their speaking skill, the questionnaire result also strengthen my interview result as follow :

Participant 1: *"I like to watching drama or listening to music because from both of them I can take many benefits such as I can memorize vocabulary."*

Participant 2: *"I like to listening music, I like to hear rappers that talking to each other, and I try to imitate them, and sometimes I write some words that I hear and I try to pronounce them and remember them, it helps me a lot."*

The result above showed that students were like to memorize vocabulary by listening to music or watching youtube. These kinds of strategies are also categorized as memory strategies. According to Oxford (1990) memory strategies comprise four sets of learning strategies as; creating mental linkages, applying images and sounds, Reviewing well, and employing action. This means that memory strategies are one of six strategies used by students in developing speaking skills.

The questionnaire result of statement number four showed that 40% of students sometimes use that kind of strategy in their study. Statement number five showed that 50% of students often use that kind of strategy in their studies. Statement number six show that 30% of students sometimes use that kind of strategy in their study, and number seven showed that 40% of students always use that kind of learning strategy in their study. The four statement above are categories as cognitive strategies based on Oxford (1990) and the questionnaire result above also strengthen by students interview result, the interview result as follow :

Participant1: *"I watch the movie with English subtitles and I tried to understand the meaning, and when I listening to* music, I tried to follow the music and try to sing it too."

Participant 2: *"I write some words that I hear and I try to pronounce it"*

The Interview result above told that student likes to write and pronounce a word. The student also likes to watch a movie with English subtitles and try to understand the meaning, these kinds of strategies are categories as cognitive strategies. Oxford (1990) stated, "cognitive strategies are built up of four sets of learning strategies such as; practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output.". This means that cognitive strategies were used by the students in developing speaking skills.

Based on questionnaire results in this research, statement number eight showed that 40% of students sometimes use that kind of strategy in their study. While 40% of students are never using it. Statement number nine showed that 40% of students always use the strategy in their study. Statement number ten showed that 60% of students use the strategy in their study, and statement number eleven showed that 40% of students sometimes use the strategy in their study. These kinds of strategies are

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categories as compensation strategies. According to Oxford (1990), compensation strategies are classified into the strategies of guessing intelligently depending on different types of clues like the linguistic ones and overcoming limitations in speaking.

This result also strengthens when the researcher has interviewed with the students as the participant of the research. They sometimes mixing Indonesia and English while speaking. Also, try to find another word that similar to the words they want to said. It is mean that compensation strategies are used by the students in developing speaking skill.

The questionnaire result for statement number twelve is 50% students always used the strategy in their study, statement number thirteen showed 50% of students always use the strategy in their study, and statement number fourteen showed 50% of students also use the strategy in their study, These strategies are metacognitive strategy which according to Oxford (1990) metacognitive strategies are divided into three sets of strategies such as centering the learning, arranging and planning the learning and evaluating the learning. The participant of this research uses strategies in developing speaking skills. The interview result also strengthens by the interview result as follow :

Participant 2 : *"Sometimes when I speak with my friends in-game they got confused about what I'm saying because my pronunciation is wrong, but it helps me to correct my mistakes."*

The interview result was used to strengthen the questionnaire result. It showed that students try to correct themself if they do some mistakes in speaking. It means students are using metacognitive strategies in developing speaking skills. Even though students do not realize it.

The questionnaire result for statement number fifteen was 40% of students often used the strategy in their study, 80% of students always use the strategy number sixteen in their study, and 50% of students often use strategy number seventeen in their study. These strategies categories as affective strategies which refer to emotions, attitudes, motivation, and values. The affective side of the learners is probably one of the biggest influences on language learning success or failure. The questionnaire result also strengthens by the interview result as follow :

Participant 1: "*I'd like to listen to music and I love singing so I used both of them to improve my speaking skills."* Also, participant 1 said *"I don't have any special methods that I used to improve my speaking because I just use my hobby that is listening to music, watching drama to improve my speaking skill, I think that's the method I use to improve my speaking skills*."

Participant 2: "*Sometimes I write some words that I hear and I try to pronounce them and remember them, it helps me a lot"*

Participant 3: *"Hmm... I usually like talking to myself, is it normal? it's like before I got to sleep or when I'm taking a bath. Yes, I'm talking to myself to improve my English or try to remember vocabulary." Participant 3 also said "I like to read books, watching a movie, listening music, and all of that helps me to develop my speaking skill"*

Based on the questionnaire and interview result above. It showed that affective strategies were commonly used by students. Although they do not realize the name of these strategies. Students were used affective strategies as one of the strategies in developing speaking skills.

The result of the questionnaire statement for number eighteen was 50% of students always use the strategy in their study. Statement number nineteen showed that 40% of students sometimes use the strategy in their study, and statement number twenty showed 50% of students are never use the strategies, while 20% of students always use the strategy. The strategies are called social strategies which implicate engaging in interactions the learner with other people in the language learning process. Those people can be learners, EFL teachers, or native speakers of the target language. According to Oxford (1990), social strategies cover three sets of learning strategies as asking the question, cooperating, and empathizing with others, asking question strategies are very useful to learners to clarify the materials that they do not understand or to verify the materials for checking their correctness. The questionnaire result above also strengthened by the interview result as follow :

Participant 1: *"I and my friend seldom use dialogue because If we use the dialogue it's not directly, just by our language so I seldom use dialogue when I speaking with my friends."*

Participant 2: *"Often I just practice my English in the game, I chatting with my friends"* participant 2 also said, *"Sometimes I practice my speaking skill with my friends in-game." Participant 2 also added that "I use voice chat in-game which help me to communicate with my friends from overseas, they help me a lot to develop my speaking skill. I know that my mother tongue is not English, and it kinda hard to speak English in the right way, but I think because I used to dialog with my friends in-game, my speaking skill is way better now."*

Participant 3: *"Sometimes I speak with my sister" participant 3 also said "Talking with my friends, I think it helps me a lot."*

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Based on the explanation above. The questionnaire result for number sixteen, seventeen, and eighteen were categories as social strategies. The interview result showed that students used social strategies to develop their speaking skills. It means social strategies were used in developing speaking skills.

CONCLUSION

The learning strategies used by students to develop their speaking skill in this research were memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. These six strategies are used by most of the students in this research. Students feel relax and enjoyed learning if they do thus learning strategies. It can motivate them to learn more and develop their speaking skill.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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