

## CHAPTER IV RESULT AND DISCUSSION

### 4.1. Results

In this section, I narrated the participant's stories about their English- speaking experiences in the context of a school up to university level. The results of the interviews were analysed thematically and revealed some of the participants' experiences while learning speaking. Each participant's story, divided into their language learning into speaking experiences and speaking strategies, the school and university, and their surrounding environments, was presented independently. Then, the researcher made the summary to represent the finding.

**Table 4.1 represent the finding**

No.	Participant	Obstacles	Learning Strategies
1	Bee (male)	Instructor domain Psychological domain	<ul style="list-style-type: none"> <li>• Using cognitive strategy proposed by Oxford, he trying to improve speaking English skill in the course by practicing, receiving the material, and delivering the material until become the great tutor</li> </ul>
2	Raa (female)	Instructor domain Psychological domain	<ul style="list-style-type: none"> <li>• Using memory strategy; she always listen and memorise western songs</li> <li>• Cognitive strategy; when she has a conversation time in the speaking conversation time</li> <li>• Direct strategy; when she try to give some opinion in English</li> <li>• Affective strategy; when she gets a punishment as the consequence if the students of Islamic boarding school made mistakes during conversation time.</li> </ul>

3	Vaa (female)	Social domain Linguistic domain	<ul style="list-style-type: none"> <li>• Affective strategy; by listening and memorizing a western songs and also watching a movie without translations.</li> <li>• Social strategy; by looking for a partners in speaking and make a grup of discussion to discuss a various topic every week</li> </ul>
4	Naa (female)	Instructor domain	<ul style="list-style-type: none"> <li>• Metacognitive strategy; by finding practice opportunities when she join the speech contest</li> <li>• Direct strategy; when she try to still spoke in English with her classmates</li> </ul>

#### 4.1.1 The First Experience in Learning Speaking English

All of the participants have been learning English for more than 15 years. Most of the participants had their first English lesson when they were in elementary school. BEE shows his experiences in learning English. He had English lessons for the first time when he was in the fourth grade of Elementary School. He explained that language learning is typically less interactive and communicative. As a result of the teachers' emphasis on receptive skills, he rarely spoke the language. Despite his lack of English, he was eager to complete his studies at university, and he began to study English in a course after he graduated from senior high school.

He spent three months studying English in Pare, Kediri. He said the environment and community where he can learn and improve his speaking ability. After three months, his speaking power increased, and he felt

satisfied and proud of himself. After that, he often receives an offer to be a tutor either in school or a course.

*“When I was in the junior up to senior high school, I was not interested in English because of the way my teacher teaches us mostly less interactive (**dissatisfaction**). But when I learned in English courses, I feel much better because of the way my tutor taught me using the best method in my opinion (**happiness**)”. (BEE, WhatsApp Interview, 14 August 2021).*

The different experience comes from NAA. Since she was young, she has learned English because her father always speaks English for daily conversation, although just using basic conversation. She began formally learning English when she was in the fourth grade of elementary school. So, she has been familiar with English since she was a child. I am always excited when I learn English, especially public speaking. As seen in the result of the interview;

*“I have learned English since I was a child because my father sometimes spoke to me using simple English for daily conversation (**physical geography**). So, if I calculated approximately, I studied English for 20 years, the same as I do now. But I studied formally through the school for about 14 years, and I always enjoy it even during English lessons, the learning process only focused on teachers and books”. (NAA, interview 10 August 2021)*

Furthermore, VEE’s experience of learning English started from when she was in 4th grade of elementary school until now. However, when knowing English, her feelings would change depending on the methods the teacher used. Moreover, when she was in junior high school, she was not interested in English lessons due to a lack of motivation.

*“When I was studying English in the class, my feeling changed like a roller coaster in elementary school, because I just learned by following the curriculum that is not interesting for me.” So, I was not interested in learning English at that time (**disinterest**). (VEE, WhatsApp interview, 9 August 2021)*

On the other hand, RAA tells her experience. She has been learning English for more than 13 years until now. She had her first English lesson when she was in the fourth grade of elementary school. Honestly, she does not like English subjects, but she eventually learned English since entering the modern Islamic boarding school language class. RAA said that all of the students are obliged to speak English for daily conversation once a week. If they forget it and use the Indonesian language, they will get a punishment. RAA said that she was bewildered at the beginning, but she constantly adjusted herself to English. It can be shown in the results of the interview as follows;

*“So, honestly, when I was in the fourth grade, I liked the learning method of my English teacher. But when I was in junior high school, I had not motivated in English lessons because the teacher rarely came to the class. I eventually adjusted myself to learning English when I was in an Islamic modern boarding school. Once a week before starting our class, we had an English conversation with other classmates (**physical geography**). If we forget it and use a local language or Indonesian, we will get a punishment. But from this activity, I am more confident to speak English in front of many people (**satisfaction**)”. (RAA, WhatsApp Interview 11 August 2021)*

#### 4.1.2 The Obstacles in Learning Speaking English

Speaking is the active use of language to communicate meaning, and it is the medium through

which young learners encounter, understand, practice, and acquire a new language. Rather than being only one component of learning a language, the spoken form in the classroom serves as the primary source of language acquisition. On the other hand, speaking difficulties can pose significant obstacles to successful foreign language acquisition and communication. Learners of English as a foreign language (EFL) face several speaking challenges, despite their knowledge of the English language<sup>1</sup>.

NAA shows her experience about the obstacle while learning English in school was less exciting and boring. She says there is no practice to upgrade her speaking skills. The teacher just gives the material based on the book then offers assignments to the students. In addition, NAA was also difficult to find a speaking partner in the class. As can be seen in the results of the interview as follows,

*“When I was a junior up to senior high school student, the learning process only focused on teachers and books (professional geography) during English lessons. No practice focuses on speaking skills (**dissatisfaction**). (NAA, WhatsApp interview, 10 August 2021)*

Another experience from a participant, RAA, tells of some obstacles when she learns English in school. Some psychological factors from her cause barriers in speaking, fear of making mistakes, lack of confidence, shyness, and anxiety. RAA said while it came to speaking exercises, she was typically hindered when trying to say a few words. Because she was afraid of making errors and was just timid while speaking English. As it shows in the result of an interview as follow;

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<sup>1</sup> Al Hosni Samira, ‘Speaking Difficulties Encountered by Young EFL Learners’, *International Journal on Studies in English Language and Literature (IJSELL)*, 2.6 (2014), 22–30 <[www.arcjournals.org](http://www.arcjournals.org)>.

*In my mind, English lessons are difficult (**unhappiness**), I don't understand what my teacher is talking about (**professional geography**), I am confused about courses. I am not always confident to speak in front of the class (**dissatisfaction**). But when I started studying in university, I always dared myself to look hard because I took an English major. (RAA, 11 August, interview 2021)*

BEE shared his experience about obstacles while learning English in school. While he was still a student in high school, he had no motivation to learn English. Furthermore, he also felt afraid to ask the teacher if he didn't understand the material. BEE admits to being uncomfortable studying in class because the methods the teacher uses are boring. On the other hand, he also thinks that there is a barrier between teachers and students. As it shows in the result of the interview;

*“When studying with the teacher (**professional geography**), it is like there is a barrier where we are only students, and he is the teacher. So when we want to ask, there is a sense of shame, awkwardness, feeling not free, and so on (**insecurity**). But, there are also some friendly teachers, so it's better to ask questions because we feel comfortable (**happy**). Like my mentor in Pare.” (BEE, WhatsApp interview, 11 August 2021)*

The last one, VEE, faces obstacles when she studies English in school. She has not been able to find an environment that can support improving her speaking skills. However, after continuing in university, she found the right place to focus more on learning English.

*“When I was studying in the university, I had some exercises or tasks such as making videos, presentations, speaking in front of people (**socio-***

*cultural geography). It makes me feel like I have a classroom and environment that can support me in learning English. And I always enjoy it (satisfaction), (happiness)”. (VEE, WhatsApp interview, 9 August 2021)*

#### 4.1.3 Using Learning Strategy to Improve Speaking Skill

The need for English as a second language (ESL) in oral communication is the most typical, most complex activity that must be considered when teaching the English language. We live in a time when speaking English has become a requirement. Language learning strategies are necessary for the subject of learning the language. Strategic competence is an essential part of communicative competence, and it relates to the capacity to utilise techniques to compensate for a speaker’s lack of language proficiency<sup>2</sup>. Each participant has their learning L2 strategies to improve their speaking skills.

VEE tells her English learning strategies are listening and watching movies, and it started when she was a student in senior high school. She said her method is “listen a lot.” She started listening and memorising western songs from the first grade of junior high school up to third grade. She listens, learns, and sings that song until she can remember all of the lyrics, and it has become a habit. As a result, her speaking skills have become more fluent than before. As shown in the impact of the interview:

*I taught myself by listening, memorising, and translating lyrics (interest) from one of my favourite artists named Britney spears (security). So I printed out the lyrics to every single album, and I memorised it. I won’t change the song until*

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<sup>2</sup> Wen Jye Shyr and others, ‘The Relationship between Language Learning Strategies and Achievement Goal Orientations from Taiwanese Engineering Students in EFL Learning’, *Eurasia Journal of Mathematics, Science and Technology Education*, 13.10 (2017), 6431–43 <<https://doi.org/10.12973/ejmste/76660>>. Page 6431

*I know it ultimately, so when I do it with it, I feel proud of myself and feel fantastic (**happiness**) (**satisfaction**). After a while, my vocabulary and my English speaking ability improved because I often memorised lyrics. (VEE, WhatsApp interview, 9 August 2021)*

In addition, besides listening to western songs, VEE also likes to watch western movies with his mother. Even when she was in high school, she and her classmates always made quality time to watch movies together every week. The films she likes are the horror and action genres. As a result, VEE has a good improvement in pronunciation in English. The most memorable moment was when w she introduced herself as a new 1st grader in senior high school. Surprisingly, she could speak English fluently. Then, she became famous and noticed by some of the teachers at that time.

*“My hobby was watching English movies with my friends or my mom (**personal geography**). Even though I didn’t get any new vocabulary initially, I slowly learned about the correct English pronunciation of the movies I watched (**security**). So when I was in senior high school, every week, my friends and I always had a schedule to watch a movie together (**moral geography**). When I entered college, I focused on learning English and watching movies, too (**interest**). As a result, the most memorable moment (**happiness**), when I was introduced to myself while in the 1st grade in senior high school, I could speak English fluently, and that’s what made me known and notified by some of my teachers at that time (**satisfaction**), (**happiness**)”. (VEE, WhatsApp interview, 9 August 2021)*

Another activity that she did was having a group discussion with her friends. This activity successfully made her speaking ability increase. Sometimes, she also talked to herself about her feelings, daily exercises,



or preparing the presentation task by speaking in front of the mirror before going to sleep. It can be shown in the results of the interview:

*“So, honestly, I don’t want to focus on speaking, but I’d like to discuss some of the topics about health, educations, etc. I learned English based on my interest. Further, I also talk to my friends in English, and sometimes we mix it in Indonesian too”. (VEE, WhatsApp interview, 10 August 2021)*

RAA tells the experience in English learning strategies. She eventually adjusted to learning English since entering the modern Islamic boarding school. RAA said that all of the students are obliged to speak English for daily conversation once a week. If they forget it and use the Indonesian language, they will get a punishment. RAA said that she was baffled at the beginning, but she constantly adjusted herself to English. It can be shown on the results of the interview;

*“After graduating from junior high school, my parents sent me to study in Nurussalam modern Islamic boarding school, Sidogede, Palembang. When I was a new student there, I was terrified because every student, staff, and teacher spoke English and Arabic fluently (**unhappiness**). And I could not speak anymore (**sadness**). Luckily, the teachers allowed new students to practice speaking and collect daily vocabulary as much as possible in 4 months (**happiness**). I still remember a language activity in my Islamic boarding school. Once a week before we started our Gym and health class, we had an English conversation time (**physical geography**). If we forget it and use a local language or Indonesian, we will get a punishment. Another English activity in my boarding school is called “vocabulary” in Arabic; we call it ‘mufrodat.’ It was done every morning at 5 am. We also have a conversation and speech class. In the conversation class, the teacher will give some of the topics, and then we will discuss*

*them together by providing some opinions and questions in English (**moral geography**). Sometimes, if we forget some of the words in English, we will ask the teacher. I enjoyed this activity because it was enjoyable (**happiness, security**). In the speech class, every student will get the turn to deliver a speech there. This activity successfully made me nervous (**unhappiness**) because I was not confident to speak in front of people, and also, I was not a good speaker. When it was my turn to deliver a speech, I sometimes got punished because it was too short or mixed with the Indonesian language (**dissatisfaction**). Fortunately, my confidence increased after several times delivering my speech (**satisfaction**). (RAA, WhatsApp Interview 11 August 2021)*

Further, when she was an undergraduate, she had a hobby of listening to western songs and watching movies. However, she is more interested in K-dramas, Western and Chinese dramas. Therefore, she always chooses English subtitles to imitate the correct pronunciation from the films or dramas when watching the movies. In other words, she can enjoy the movies and also she can learn too. This activity is carried out every day when RAA has free time. As a result, her speaking skills ability has increased.

Furthermore, RAA also likes to listen and memorise western songs to learn English more relaxed. RAA admitted that she became more confident speaking in front of many people. As it is shown in the result of the interview:

*“I like watching movies (**interest**). So every time I watch foreign films, whether it’s Korean or Chinese dramas, I always choose English subtitles. In addition, I also sing a lot of western songs and memorise the lyrics. That makes me able to improve my speaking (**satisfaction**) because indirectly every time I watch it sometimes*

*I imitate the words in the film or from the songs”.*  
(RAA, WhatsApp interview, 10 August 2021)

BEE and NAA tell different experiences. BEE has the motto “the more we practice, the more we can speak.” When he was learning English in Pare, he was taught to use English as a common language while practising more in the speaking class. Moreover, BEE explains some reasons why he chooses *Kampung Inggris* Pare to improve his speaking ability. First, the distinguishing aspect is the use of multiple learning methods. In *Kampung Inggris* Pare, the learning method is chosen based on the degree of competence of the students. The lesson will add daily activities such as introduction, debate, and describing the environment to the method. The students are required to speak only English, and the use of any other language is banned. The second is an enjoyable learning method. Because students in Pare must speak English, the learning process is designed with games and other exciting activities to refresh the students’ minds.

This statement finds in the results of the following interview:

*“So honestly, I don’t have a specific method or strategies while learning English in Pare. But my principle is” the more we practice, the more we can speak.” When I learn in Kampung Inggris, every time I talk in English, I always check the grammatical errors from my speech, whether it’s grammar or wrong pronunciation. I’ll analyse it by myself, or I will correct my partners (**moral geography**). The more we practice, the more we can be fluent in speaking (**satisfaction**).”* (BEE, WhatsApp interview, 10 August 2021)

Another experience of the participants, NAA, also expressed a similar experience with BEE. She mentioned while learning English, the learning strategy that she used was practising as often as possible. Every day she would try to use English for daily conversation.

In addition, to train her confidence, she often joins the speech contest since junior high school. As it shows in the generated of the interview;

*“The ways I improve my speaking skills is by confidently just speaking as often as possible without fear of making mistakes and also by entering a speech contest (**interest**). If we do not try to speak, then we will not be able to correct our deficiencies”. In the first year of senior high school, my problems were that I didn't have any friends who were unwilling to practice English with me. So, my strategy was to join the competitions/events that required public speaking skills (**professional geography**). By participating in contests/events that use public speaking, such as speech and ambassadors, my skills will continually be improved. I was also challenged to be better because my rivals come from my friends at school and other schools (**satisfaction**). I still remember the best experience when I joined the speech contest. When I was in senior high school, I was delegated to participate in English speech. First, I prepared the text in just two weeks, and when I asked an English teacher to comment and correct my wrong pronunciation (**socio-cultural geography**). I was enthusiastic and studied hard to join this competition (**interest**). I memorised the text and also tried to understand the text. I learn it every day in my spare time; before going to sleep, before eating, after back to school, while eating, and in the bathroom. I also practised giving a speech in front of my friends to ask for suggestions (**socio-cultural geography**). The time to deliver my speech has come, although I had already prepared for two weeks. I was still nervous. Because of my nervousness in the middle of my speech, I forgot some of the text (**unhappiness**). I tried to keep calm at that time, and I continued my speech as well as possible. After delivering my speech, I left the room because I didn't do it very*

*well. Surprisingly, when the committee announced the winner, I got the third winner, and it was very memorable for me (happiness, satisfaction). (NAA, WhatstApp interview, 9 August 2021)*

#### 4.2. Discussions

From the interviews, we can conclude that all participants had the same experiences; they formally got the first English lesson in the 4th grade of elementary school. Moreover, all participants shared their experiences while learning English at school. However, all participants feel the method used by the English teacher is still not enough to increase the students' interest in learning English.

BEE, VEE, NAA, and RAA still encounter the teachers who used traditional teaching styles. Teachers with classical teaching styles still dominate the class without allowing students to be active, which impedes students' growth in the learning process. The rating style is not entirely to blame when class conditions require a teacher to do so, a classroom condition in which a passive majority student is. In the classification of learning, the teacher's role is dominant. The wrong strategy is the reason students become less enthusiastic when teaching activities occur.

Meanwhile, the goal of teaching speaking is to increase learners' speaking output. As a result, classroom language instruction activities should aim to maximise individual language usage.<sup>3</sup> Furthermore, the interviews show why some participants cannot improve their speaking skills in the classroom. It is because their teacher was giving explanations and then questions without giving speaking practice. As a result, students still faced difficulty improving their speaking ability. It is similar to one of the studies which have investigated the speaking difficulties faced by EFL students. The study found that many students in the classroom, the deficiency of English teaching periods, and a curriculum that does not match the students'

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<sup>3</sup> Al Hosni Samira, 'Speaking Difficulties Encountered by Young EFL Learners', *International Journal on Studies in English Language and Literature (IJSELL)*, 2.6 (2014), 22–30 <[www.arcjournals.org](http://www.arcjournals.org)>. Page 22

communicative needs are the primary causes of speaking difficulties.<sup>4</sup>

Many students currently know English since they have studied it in elementary school; nevertheless, many are hesitant to use it as a second language in their daily interactions. The first issue is not everyone in the surrounding area understands or is interested in speaking English. Therefore, they seldom use their English Speaking abilities in their daily lives. Based on structure, accent, and vocabulary, English is different from the Indonesian language. The participants in this study showed that verbal communication was a difficulty for them although the teacher has taught them. First, the main obstacles for their speaking include language-related concerns such as pronunciation, grammar, fluency, vocabulary, accent, and psychological condition. These findings are in line with those of previous studies (A Study of Student's Anxiety in Speaking<sup>5</sup>, International Graduate Classroom Discussion Engagement, Challenges, and Solving-Strategies<sup>6</sup>, Speaking Difficulties Encountered by Young EFL Learners<sup>7</sup>, An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills<sup>8</sup>). Second, speaking, unlike other skills, necessitates some degree of audience exposure in real-time. Students are typically scared to speak a foreign language in the classroom because they are afraid of making mistakes or drawing attention.

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<sup>4</sup> Samira. Page 25

<sup>5</sup> Ardhea Rosana Putri, 'A Study Of Students' Anxiety in Speaking', *Journal of Education, Linguistics, Literature and Language Teaching*, 3.01 (2020), 35–47  
<<https://ejurnalunsam.id/index.php/ELLITE/article/view/2177>>.

<sup>6</sup> Mukhlash Abrar and Amirul Mukminin, 'International Graduate Classroom Discussion Engagement, Challenges, and Solving-Strategies', *Asia-Pacific Collaborative Education Journal*, 12.1 (2016), 5–19.

<sup>7</sup> Al Hosni Samira, 'Speaking Difficulties Encountered by Young EFL Learners', *English Language Teaching*, 2.6 (2014), 22–30.

<sup>8</sup> Dina A. Al-Jamal and Ghadeer A. Al-Jamal, 'An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills', *English Language Teaching*, 7.1 (2013), 19–27  
<<https://doi.org/10.5539/elt.v7n1p19>>.

Second, the psychological perception was the problem for two participants out of six language-related obstacles. Third, the findings revealed that three participants were most likely to face the fourth psychological aspect in terms of psychological variables. The fourth psychological aspect was a lack of motivation to talk, a fear of making mistakes, a feeling of tenseness and nervousness, and a lack of confidence. According to the results, psychological factors significantly impact students' English speaking ability even if they understand English and lack faith.

Concerning the fear of making mistakes and shyness, RAA and BEE believe that they will not have a problem if they only have to communicate with one another. Still, they will be embarrassed if they make mistakes when speaking with teachers or presenting in class. The results suggest that students' fear of making mistakes stems from embarrassment when they fail to generate proper English in front of their teachers or classmates. One participant acknowledged that her shyness is a part of her cultural heritage as a shy person. On the other hand, VEE and NAA face the same obstacle; they have difficulty finding a place or a community to study and share their English skills and experiences. Luckily, VEE and NAA have some learning strategies to solve their problems in speaking.

'Overcoming strategies' is one of the topics that emerged from the participants, and this indicates the participants' efforts in solving their English problems while they learn in school. All of the participants have their strategies in learning L2 to develop their confidence and speak English fluently.

BEE spent three months studying English in Pare, Kediri. He said the environment and community where he can analyse and improve his speaking ability. After three months, his speaking power increased, and he felt satisfied and proud of himself. After that, he often receives an offer to be a tutor either in school or a course. As a result, he feels more comfortable studying here. The tutors at *Kampung Inggris* Pare implemented various methods that enabled learners to practice speaking English. Introduction,

description, story-telling, conversation, and speaking are some of the methods used.

According to Anggraeni and Assyafani, using a learning project is the most effective way to keep students engaged in classroom activities. Learning to speak English is typically influenced by how enjoyable and fun the learning process is.<sup>9</sup> BEE explains that the tutors make the classroom a non-threatening setting. So, students should not be frightened of making communication mistakes or speaking in unclear ways. The environment of *Kampung Inggris* Pare is also suitable for learning and improving speaking fluency. According to participants' statements, they were forced to talk in English 24 hours, whether in a class or an English camp. As a result, now he is more confident to speak in front of many people, and sometimes, he also gets offers to be a tutor, MC, and many more. The strategy used by BEE is one of the L2 learning strategies proposed by Rebecca Oxford; this strategy is called cognitive strategies. The modification or transformation of the target language is a typical function of mental strategies. The process of modifying information in line with knowledge is known as transformation. Then there are three types of cognitive learning strategies for speaking skills: practising, receiving and delivering messages, and analysing and reasoning<sup>10</sup>.

RAA spent three years in an Islamic boarding school, where she participated in activities such as vocabulary, speech, and a language program to help her acquire the

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<sup>9</sup> Widya Anggraeni, Wahibah, and Amir Faqihuddin Assafary, 'Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo', *Foster Journal of English Language Teaching and Learning*, 1.1 (2020), 83–97 <[https://www.google.com/url?sa=t&source=web&rct=j&url=https://foster.pbiainpalopo.ac.id/index.php/contents/article/download/9/10/&ved=2ahUKEwiodrghs\\_tAhWZbysKHcjhCKIQFjABegQICRAC&usg=AOvVaw3uZJsCbcO5uzolUTOLvGqh](https://www.google.com/url?sa=t&source=web&rct=j&url=https://foster.pbiainpalopo.ac.id/index.php/contents/article/download/9/10/&ved=2ahUKEwiodrghs_tAhWZbysKHcjhCKIQFjABegQICRAC&usg=AOvVaw3uZJsCbcO5uzolUTOLvGqh)>.

<sup>10</sup> Masoud Gholamali Lavasani and Fereshteh Faryadres, 'Language Learning Strategies and Suggested Model in Adults Processes of Learning Second Language', *Procedia - Social and Behavioral Sciences*, 15 (2011), 191–97 <<https://doi.org/10.1016/j.sbspro.2011.03.072>>. Page 192



language. Every morning, students are introduced to or learn vocabularies and use them in writing or conversation through a language exercise called ‘Vocabulary.’ RAA states that through this activity, students are taught to memorise speeches and apply them in writing or discussion. Moreover, in line with the language activities recommended by *Nurussalam* Islamic boarding school, Efrizal states in his research that there are many types of English learning activities in Islamic boarding schools. It includes morning vocabulary, remembering, morning discussion, self-development, language repair, speech training, and others.<sup>11</sup> On the other hand, every Islamic boarding school has the right to select what activities improve students’ language ability. As a result, not all of Efrizal’s activities can be found at other Islamic boarding schools.

Moreover, *Nurussalam* Islamic boarding school activities stimulated RAA and the other students to use learning speaking strategies. According to research and theory in second language acquisition, the learners have to use various strategies to help them master new language abilities.<sup>12</sup> In this situation, RAA uses several learning strategies to do all of the activities in the boarding school. For example, when RAA had spare time, she used to listen and memorise western songs. In addition, remembering was very helpful to enrich her English vocabulary; this strategy is called memory strategies.

Learners use memory strategies to save verbal information and then recover it when they need it for communication. Then, memory strategies assist learners in keeping what they wish to remember and returning it when communication is necessary.<sup>13</sup> Also, in a conversation class,

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<sup>11</sup> Dedi Efrizal, ‘Improving Students’ Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia’, *International Journal of Humanities and Social Science*, 2.20 (2012), 127–34. Page 128

<sup>12</sup> J. Michael O’Malley and others, ‘Learning Strategy Applications with Students of English as a Second Language’, *TESOL Quarterly*, 19.3 (1985), 557, <<https://doi.org/10.2307/3586278>>. Page 1557

<sup>13</sup> Lavasani and Faryadres. Page 193

RAA used a cognitive strategy. When she tried to give some opinions using English patterns such as simple past, simple present tense, etc., these are direct strategies specified as cognitive strategies. Practising, receiving and sending information, analysing and reasoning, and building a framework for input and output are the four components of the cognitive or mental strategy. RAA uses the first set of strategies: practising and receiving. Moreover, she tried to deliver her opinion or ask questions using English or mix it with Indonesian. She used compensation strategies, which are also categorised as direct strategies.

Giving punishment was the consequence if the students of *Nurussalam* boarding school made mistakes during the conversation activity or speech class. The uses of affective strategies classify this activity as receiving risks. Affective strategy refers to a learner's emotions, motivation, attitude, values, and ability to control the following factors.<sup>14</sup> When RAA was uncomfortable, she did not have the confidence to speak in front of the class. She is trying to handle the destructive emotion. It can be categorised as affective strategy.

Then, the story of NAA's experiences shows that she did not have a supportive environment to improve her speaking skills. It was challenging to find partners to practice in English. So she started to join some of the competitions or events that could improve her speaking ability. Compensation methods were used by her when she participated in an English-speaking competition. She prepared and consulted her teacher and friends for suggestions and corrections before performing. Compensation strategies are applied to assist students or learners who have difficulty producing despite their L2 limitations.<sup>15</sup> This strategy allows NAA to learn about her speech's errors or imperfections by obtaining feedback from her classmates and teachers.

NAA applied a metacognitive strategy to prepare for a speech competition since she was always looking for an

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<sup>14</sup> Lavasani and Faryadres. Page 193

<sup>15</sup> Lavasani and Faryadres. Page 193-194

opportunity to practice her speaking. This strategy comes under the category of metacognitive strategy number seven: finding practice opportunities. NAA always practised her speaking every single day before the speech contest was held. It was very beneficial for her to make her fluently in speak. An affective strategy may also be defined as having a winner or a failure in a speech competition. It can be shown when she can control her emotions while participating in a speech contest. Finally, she was happy to be the third winner in the speech competition.

When she was in junior high school, VEE used English songs to improve her speaking skills. She listens and memorises the lyrics. Conducting English songs can motivate and help to improve her speaking skills. It can help to stay motivated also can assist in remembering words by relaxing her mind. VEE also has a hobby of watching western movies. Watching movies and listening to music can be categorised as affective strategies. VEE explained that she learned speaking skills based on her interest. She feels enjoy and happy while learning and practising using affective strategy. Self-esteem becomes one of the most critical affective aspects in affective methods because this will counter negative feelings in language learners.<sup>16</sup>

Other strategies used by VEE are social strategies. It can be seen together when she talks and makes a group of discussions with her friends. Here, communication with her friend means social strategy. This strategy is the classification of learning speaking strategies. Examples of social strategies are asking questions to get verification, clarifying a confusing point, asking for help in a language task, and talking with a native-speaking conversation partner.<sup>17</sup>

The ability of a student to take responsibility for their learning has been characterised as autonomous learning. In

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<sup>16</sup> Lavasani and Faryadres. Page 193

<sup>17</sup> Rebecca L. Oxford, 'Language Learning Styles and Strategies: Concepts and Relationships', *IRAL - International Review of Applied Linguistics in Language Teaching*, 41.4 (2003), 271–78 <<https://doi.org/10.1515/iral.2003.012>>. Page 14

this case, all of the participants have their independence, as can be seen when they decided to learn English speaking more outside the classroom learning in their way to improve their speaking ability. Nevertheless, they still kept practising English speaking skills in their daily lives, such as discussing with friends in English, listening to western songs, watching English films, and joining some English competitions.

