

## **STRATEGIES IN SPEAKING ENGLISH AT GRADE X STUDENTS**

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### **Abstract**

This study is analyzing the students' strategies in speaking English as a foreign language. It was conducted with the tenth-grade students. There were 36 students selected as the sample of the research. The researchers applied a descriptive method as the design. Interviews and questionnaires became the source of data in this study. The result of this study shows that the strategies used by students are: cognitive strategies, metacognitive strategies, communication strategies, social strategies, socio-affective strategies, direct strategies (memory and compensation), indirect strategies (affective), management, and planning strategies, communicative-experiential strategies, and interpersonal strategies. Most of the students use those strategies in their classroom activities and daily life based on their answers in the interview.

Keywords: Speaking Skill, Senior High School Students, Strategy.

### **BACKGROUND**

The English teaching plan requires four skills. They are listening, speaking, reading, and writing. Among these skills, speaking is one of the most important skills in language learning. Through speaking, language learners can communicate with others to convey information and ideas and maintain social relationships. In addition, a large proportion of language students in the world learn English to communicate fluently. There are definitely above 1.5 billion speakers of English globally. And one of the ways to communicate is conducted through speaking.

Speaking ability also becomes the main objective of language learning especially in senior high school in Indonesia. The School-Based Curriculum also stipulates mandatory requirements for speaking skills. The curriculum states that in the curriculum, the English learning literacy of Senior High School Students must comply with the development of communication skills

mentioned in the national education and government regulations 22 UU year 2006 (Indonesia, 2009) regarding linguistic interaction in the content of high school content standards, high school teaching process should be a goal to cultivate oral and written communication skills in daily life. After graduating from high school, students are expected to be able to communicate proficiently in English.

Cognitive strategies involve manipulating or switching language in some direct way, such as taking notes. Compensation strategy is the act of compensating for lost knowledge. Use compensation strategies when speaking; however, communication can occur in other language skill areas. They continued and elaborated on indirect strategies including metacognition, emotion, and society; metacognition or transcendence strategies are used to provide control over the learning process. Emotional strategies are techniques

that can better control emotions. Social strategies are actions that involve others in the language learning process, such as asking questions. Direct strategies include memory strategies, cognitive strategies, and compensation strategies, and indirect strategies include metacognitive strategies, affective strategies, and social strategies.

Based on the above statements, it can be seen that language learning strategies are very important for students to increase their knowledge when learning a new language. It is also a parameter for students who master the language. If students do not have language-speaking strategies, they will not master English quickly and well.

According to the students' oral English problems, it can be inferred that each student has a certain tendency and ability to use certain learning strategies. Therefore, the use of various learning strategies is affected by the student's family background, experience, and personality. Because the students have their characteristics, they can use different learning strategies that are useful and comfortable for them. Therefore, this study investigates the speaking learning strategies used by first-year of senior high school students in a vocational school which in it, students are prepared to speak English for international relation or their further job.

### **Nature of Speaking Skill**

Speaking is an interactive process of constructing meaning that involves producing and receiving information. All normal human being in this world understands and speak to carry out every activity in their daily life. Every person speaks because they are living in a society that needs interaction with each other.

Speaking is a productive skill. According to Kuswandari (2018), the skill of speaking involves both receptive and productive participation. Concerning usage, speaking is active, productive, and makes use of an aural medium. Also, speaking refers to the realize the use of language in

oral interaction and visual media, because it is an activity that makes full use of gestures and facial expressions.

### **The Concept of Strategy**

There are multiple interpretations of the definition of strategy, but they all come from the same source. The word comes from the ancient Greek term "Strategia", used to refer to the tactics used to defeat the enemy. In the field of education, there is little difference in the usage of this word, but in this case, the enemy is the lack of student knowledge. Ghani (2003) defines language learning strategies as specific actions, behaviors, steps, or techniques that students frequently use to improve their progress in L2 developing skills; these can facilitate the internalization, storage, retrieval, or use of the new language. Zulfian et al. (2018) point out that different teaching strategies are simply different ways of helping students to learn—that is, different ways of helping them to achieve the learning outcomes that the teacher has decided are important. A strategy is a tool of autonomous participation necessary to develop communication skills.

In short, the teaching environment of the 21st century is determined by the globalized world in which students live. Harsh working conditions require students to maintain autonomy and efficiency in all fields. In this context, learning strategies have become necessary for cultivating students' language skills so that they can be self-sufficient and guide their learning process.

### **Speaking Learning Strategy**

The success of language learning is influenced by the strategies used by the student. **It** is undeniable that foreign language learners must be equipped with proper learning strategies to learn the target language more effectively and efficiently because language learning is a conscious and strategic attempt. (O'Malley, J. M., Chamot, 1990). So, strategy is required for learners to acquire their target language.

Language learning strategies is a term that refers to processes and actions that are intentionally applied by language learners to help them learn or use language more effectively. Language learning strategies play an important role in L2/FL learning because language learning strategies can help students promote the acquisition, storage, retrieval, or use of information and increase self-confidence (Chang et al., 2007). In other words, language learning strategies play an important role in student learning activities; they can help students to solve their problems in learning foreign languages. (Jihad, 2016) states that language learners who use language-learning strategies more than others generally achieve greater language proficiency. Therefore, understanding what types of language learning strategies (LLS) and communication strategies (CS) students employ to develop their oral performance is of crucial importance.

Many researchers have classified language learning strategies (Rubin, 1987; O'Malley, 1985; Oxford, 1990; Stern, 1992). These categories are as follows:

#### **a. Rubin's classification of language learning strategies**

Rubin (1987) categorizes LLS into three main groups: Learning strategies, Communication strategies, and social strategies. The following is a summary of his classification:

- 1) Learning strategies (Cognitive learning strategies & Metacognitive learning strategies)
- 2) Communication strategies
- 3) Social strategies

Rubin (1987) believes that learning strategies include all strategies directly related to learning (cognitive) or strategies that indirectly involve the learning process (metacognitive). Concerning the statement above, cognitive means clarification, practice, memory, and follow-up; meta-cognition means planning, goal setting, and self-management. Based on Hismanoglu's

opinion (2000), communication strategies are used to deal with communication difficulties, and social strategies are used for conditions in which individuals need to practice knowledge. In other words, when learners start to learn something, they can respond to specific learning circumstances and appropriately manage their learning.

#### **b. O'Malley's classification of language learning strategies**

O'Malley (1985) categorizes language learning strategies into three groups; Metacognitive strategies, Cognitive strategies, and Socio-affective strategies. The following classification for LLS can be presented as:

- 1) Metacognitive strategies: refer to strategies used to plan to learn and think about the learning process, monitor production, and understand or evaluate after completing activities.
- 2) Cognitive strategies: involve the direct manipulation of learning techniques, such as repetition, translation, deduction, etc.
- 3) Socio-affective strategies: deal with social transactions and activities.

#### **c. Oxford's taxonomy of strategies**

Oxford (1990) divides language learning strategies into two main categories; Direct strategies and Indirect strategies. Each category contains several sub-categories as:

- 1) Direct strategies
  - a) Memory strategies: techniques that help students store new information in memory and retrieve it later.
  - b) Cognitive strategies: involve manipulating or switching language in some direct way, such as taking notes.
  - c) Compensation strategies: the act of compensating for lost knowledge.
  - d) Communication strategies: use compensatory strategies when speaking; however, communication can occur in other language skill areas
- 2) Indirect strategies:

- a) Metacognitive strategies are used to provide control over the learning process.
  - b) Affective strategies or emotional strategies are techniques that can better control emotions.
  - c) Social strategies involve other people's behaviors in the language learning process, such as asking questions and cooperating with peers.
- d. Stern's classification of language learning strategies

Stern (1992) proposes five main language learning strategies:

- 1) Management and planning strategies
- 2) Cognitive strategies
- 3) Communicative-Experiential strategies
- 4) Interpersonal strategies
- 5) Affective strategies

Management and planning strategies can help students guide their learning. In other words, these strategies are used by individuals to set reasonable goals for themselves, choose appropriate methods and techniques, and evaluate their strategies. Cognitive strategies, because they are implicit, are directly related to learning and necessary analysis and problem-solving procedures, such as clarification, memory, etc. The purpose of the communication experience strategy is to solve the problem of communication overflow (Stern, 1992). Continuous interpersonal communication strategies are the methods students use to evaluate their performance. Finally, students use emotional strategies to deal with their emotional problems (Stern, 1992). Although different researchers have proposed these classifications, most of them are more or less the same.

## METHOD OF THE RESEARCH

This study used the descriptive method. Furthermore, descriptive research determines and reports the thing. It means that descriptive research happens naturally and has no control over the condition and the

situation, also can only measure what already exists. The reason why the researchers chose this title was to find out the students' strategies in speaking English. From the data, the researchers found the strategies that the students used in speaking English.

The population of this research was the first-year students in the 2020/2021 academic year at SMK N 2 Palu, Jl. Setia Budi, Palu consisting 17 classes. There were about 585 students, consisting of 275 male students and 310 female students. By knowing that the population was huge, therefore, for this research, the researchers only took one class by applying a random sampling technique.

In this research, tests and questionnaires were two instruments that the researchers used to collect the data. The interview was based on students' speaking fluency by asking one question only. While the questionnaire was based on the strategy students used in speaking English as a foreign language. The research was conducted in SMK Negeri 2 Palu, one of the vocational high schools in Palu.

In the implementation, the researchers gave the students questionnaire that used *Google Form* that they must answer. In this research, the researchers used a questionnaire as the main instrument. A questionnaire is a popular data collection method, but it is hard to design and requires several rewrites to produce acceptable questionnaire items. Through the questionnaire, the researchers obtained information and wanted to know what the students thought about these interesting strategies. Through questionnaire surveys, the researchers understand students' opinions about the oral learning process of English. Additionally, the researchers understand students' emotional, cognitive, and social skills in learning strategies. In this case, the researchers gave the students fifteen statements containing strategies that have been proposed by several experts, are:

Rubin (1987), O'Malley (1985), Oxford (1990), and Stern (1992).

After students finished responding to the questionnaire, the researchers conducted a meeting on *the Zoom* application to collect data on the test. The meeting facilitated an interview with students to answer one question about speaking English. In addition, the researchers used the interview as the second instrument. The researchers interviewed to find out students' speaking strategies in using English. The number of questions in this interview session consisted of one question of asking them about have they had ever spoken English before and would be developed if students' answers were yes. The result from the interview made it the researchers easy know kind of the strategies that students used to increase their speaking. It is also used to obtain more in-depth information about their English-speaking strategies from the topic.

## FINDING AND DISCUSSION

### Result of Questionnaire

The questionnaire was addressed to the thirty-six students which were intended to get information concerning the problem statement of this research. The questionnaire consisted of fifteen questions distributed to the students. The students were expected to choose the answer based on what they perceived, as follow: (1) I ask my classmate or teacher about a word or phrase, (2) I use dictionary for communicative activities in class, (3) I use synonyms or explain what I want to say, (4) Pronounce a word or phrase, I say it in Indonesian, (5) Pronounce a word or phrase, I use my gestures and hands, (6) I ask my interlocutor to repeat a word or phrase, (7) I connect a word or phrase with a word I understand, (8) I use words and phrases that are generally known, (9) I put together some ideas in my mind before speaking, (10) To spin out the time, I use fillers such as: and, well, etc, (11) I repeat the last word or phrase I said to spin out time, (12) I do not think too much before speaking

so the idea can flow buy itself when I speak English, (13) I ask my interlocutor to repeat or explain in a different word or phrase, (14) I told my interlocutor when I did not understand something, (15) I will just keep quiet and not respond to my interlocutor. These statements were responded to by the students in frequency options; Always, Sometimes, Seldom, and Never.

The responses of students are presented in tables. The following tables show statements based on theories that have been explained in chapter II with each percentage, those are:

The theories from Rubin (1987) are presented in table 4.1 that includes statement number 3, table 4.2 that includes statement number 7, and table 4.3 that includes statement number 8 from the Questionnaire sheet.

Table 4.1 Rubin (1987)

Item	Statement	Options	Frequency	Percentage
3	I use synonyms or explain what I want to say	Always	10	28%
		Sometimes	16	44%
		Seldom	7	19%
		Never	3	8%
Total			36	100%

Table 4.1 shows data on the students' frequency in using synonyms in speaking English. There are 16 students (44%) that sometimes use synonyms in speaking English, 10 students (28%) who always use synonyms in speaking English, 7 students (19%) that seldom use synonyms in speaking English, and 3 students (8%) that never use synonyms in speaking English.

Table 4.2 Rubin (1987)

Item	Statement	Options	Frequency	Percentage
7	I connect a word or phrase with a word I understand	Always	24	67%
		Sometimes	11	31%
		Seldom	0	0%
		Never	1	3%
Total			36	100%

Table 4.2 indicates data on the students' frequency in connecting words or phrases with a word they understand in speaking English. It is found that 24 students (67%)

who always connect word or phrase with a word they understand in speaking English, 11 students (31%) that sometimes connect word or phrase with a word they understand in speaking English, 0 students (0%) that seldom connect word or phrase with a word they understand in speaking English and 1 student (3%) that never connect word or phrase with a word they understand in speaking English.

Table 4.3 Rubin (1987)

Item	Statement	Options	Frequency	Percentage
8	I use words and phrases that are generally known	Always	17	47%
		Sometimes	15	42%
		Seldom	1	3%
		Never	3	8%
		Total	36	100%

Table 4.3 presents data on the students' frequency in using general words and phrases in speaking English. There are 17 students (47%) who always use general words and phrases in speaking English, 15 students (42%) that sometimes use general words and phrases in speaking English, 1 student (3%) that seldom use general words and phrases in speaking English, and 3 students (8%) that never use general words and phrases in speaking English.

Furthermore, the theories from O'Malley (1985) are presented in table 4.4 that consists of statement number 6, table 4.5 that consists of statement number 11, and table 4.6 that consists of statement number 13 from the Questionnaire sheet.

Table 4.4 O'Malley (1985)

Item	Statement	Options	Frequency	Percentage
6	I ask my interlocutor to repeat a word or phrase	Always	7	19%
		Sometimes	17	47%
		Seldom	6	17%
		Never	6	17%
Total		36	100%	

Table 4.4 shows data on the students' frequency in asking interlocutors to repeat a word or phrase in speaking English. It is found that 17 students (47%) sometimes ask their interlocutor to repeat a word or phrase in speaking English, 7 students (19%) who

always ask their interlocutor to repeat a word or phrase in speaking English, 6 students (17%) that seldom ask their interlocutor to repeat a word or phrase in speaking English, and 6 students (17%) that never ask their interlocutor to repeat a word or phrase in speaking English.

Table 4.5 O'Malley (1985)

Item	Statement	Options	Frequency	Percentage
11	I repeat the last word or phrase I said to spin out time	Always	11	31%
		Sometimes	16	44%
		Seldom	7	19%
		Never	2	6%
		Total	36	100%

Table 4.5 indicates data on the students' frequency in repeating the last word or phrase to spin out time in speaking English. There are 16 students (44%) that sometimes repeat the last word or phrase to spin out time in speaking English, 11 students (31%) who always repeat the last word or phrase to spin out time in speaking English, 7 students (19%) that seldom repeat the last word or phrase to spin out time in speaking English, and 2 students (6%) that never repeat the last word or phrase to spin out time in speaking English.

Table 4.6 O'Malley (1985)

Item	Statement	Options	Frequency	Percentage
13	I ask my interlocutor to repeat or explain in a different word or phrase	Always	6	17%
		Sometimes	12	33%
		Seldom	9	25%
		Never	9	25%
Total		36	100%	

Table 4.6 presents data on the students' frequency in asking interlocutors to repeat or explain in different words or phrases in speaking English. There are 12 students (33%) that sometimes ask their interlocutor to repeat or explain in a different word or phrase in speaking English, 6 students' (17%) who always ask their interlocutor to repeat or explain in a different word or phrase in speaking English, 9 students (25%) that seldom ask their interlocutor to repeat or explain in a different word or phrase in

speaking English, and 9 students (25%) that never ask their interlocutor to repeat or explain in a different word or phrase in speaking English.

Table 4.7 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
1	I ask my classmate or teacher about a word or phrase	Always	10	28%
		Sometimes	17	47%
		Seldom	7	19%
		Never	2	6%
Total			36	100%

Table 4.7 shows data on the students' frequency in asking their classmate or teacher about a word or phrase in speaking English. There are 17 students (47%) that sometimes ask their classmate or teacher about a word or phrase in speaking English, 10 students (28%) who always ask their classmate or teacher about a word or phrase in speaking English, 7 students (19%) that seldom ask their classmate or teacher about a word or phrase in speaking English, and 2 students (6%) that never ask their classmate or teacher about a word or phrase in speaking English.

Additionally, the theories from Oxford (1990) are presented in table 4.7 involves statement number 1, table 4.8 involves statement number 4, table 4.9 involves statement number 10, and table 4.10 involves statement number 15 from the Questionnaire sheet.

Table 4.8 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
4	Pronounce a word or phrase, I say it in Indonesian	Always	20	56%
		Sometimes	11	31%
		Seldom	2	6%
		Never	3	8%
Total			36	100%

Table 4.8 indicates data on the students' frequency in pronouncing a word or phrase using Indonesian in speaking English. It is found that 20 students (56%) who always pronounce a word or phrase use Indonesian in speaking English, 11 students (31%) that sometimes pronounce a word or phrase use Indonesian in speaking English, 3 students

(8%) that never pronounce a word or phrase use Indonesian in speaking English, and 2 students (6%) that seldom pronounce a word or phrase use Indonesian in speaking English.

Table 4.9 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
10	To spin out the time, I use fillers such as: and, well, etc	Always	22	61%
		Sometimes	9	25%
		Seldom	2	6%
		Never	3	8%
Total			36	100%

Table 4.9 presents data on the students' frequency in using fillers such as: and, well, etc. to spin out time in speaking English. There are 22 students (61%) who always use fillers to spin out time in speaking English, 9 students (25%) that sometimes use fillers to spin out time in speaking English, 3 students (8%) that never use fillers to spin out time in speaking English, and 2 students (6%) that seldom use fillers to spin out time in speaking English.

Table 4.10 Oxford (1990)

Item	Statement	Options	Frequency	Percentage
15	I will just keep quiet and not respond to my interlocutor or	Always	2	6%
		Sometimes	9	25%
		Seldom	6	17%
		Never	19	53%
Total			36	100%

Table 4.10 shows that data on the students' frequency in just keep quiet and not respond to an interlocutor in speaking English. It is found that 19 students (53%) never just keep quiet and not respond to an interlocutor in speaking English, 9 students (25%) that sometimes just keep quiet and not respond to an interlocutor in speaking English, 6 students (17%) that seldom just keep quiet and not respond to an interlocutor in speaking English, and 2 students (6%) who always just keep quiet and not respond to an interlocutor in speaking English.

Lastly, the theories from Stern (1992) are presented in table 4.11 that enclose

statement number 2, table 4.12 that enclose statement number 5, table 4.13 that enclose statement number 9, table 4.14 that enclose with statement number 12, and table 4.15 that enclose statement number 14 from Questionnaire sheet.

Table 4.11 Stern (1992)

Item	Statement	Options	Frequency	Percentage
2	I use a dictionary for communicative activities in class	Always	11	31%
		Sometimes	15	42%
		Seldom	9	25%
		Never	1	3%
Total			36	100%

Table 4.11 indicates data on the students' frequency in using a dictionary for communicative activities in speaking English. There are 15 students (42%) that sometimes use a dictionary for communicative activities in speaking English, 11 students (31%) who always use a dictionary for communicative activities in speaking English, 9 students (25%) that seldom use a dictionary for communicative activities in speaking English, and 1 student (3%) that never use a dictionary for communicative activities in speaking English.

Table 4.12 Stern (1992)

Item	Statement	Options	Frequency	Percentage
5	Pronounce a word or phrase. I use my gestures and hands	Always	7	19%
		Sometimes	19	53%
		Seldom	6	17%
		Never	4	11%
Total			36	100%

Table 4.12 presents data on the students' frequency in using gestures and hands to pronounce a word or phrase in speaking English. It is found that 19 students (53%) sometimes use gestures and hands to pronounce a word or phrase in speaking English, 7 students (19%) who always use gestures and hands to pronounce a word or phrase in speaking English, 6 students (17%) that seldom use gestures and hands to pronounce a word or phrase in speaking English, and 4 students (11%) that never use gestures and hands to pronounce a word or phrase in speaking English.

Table 4.13 Stern (1992)

Item	Statement	Options	Frequency	Percentage
9	I put together some ideas in my mind before speaking	Always	25	69%
		Sometimes	8	22%
		Seldom	1	3%
		Never	2	6%
Total			36	100%

Table 4.13 shows the data on the students' frequency in putting together some ideas in mind before speaking in speaking English. There are 25 students (69%) who always put together some ideas in mind before speaking in speaking English, 8 students (22%) that sometimes put together some ideas in mind before speaking in speaking English, 2 students (6%) that never put together some ideas in mind before speaking in speaking English, and 1 student (3%) that seldom putting together some ideas in mind before speaking in speaking English.

Table 4.14 Stern (1992)

Item	Statement	Options	Frequency	Percentage
12	I do not think too much before speaking so the idea can flow by itself when I speak English	Always	4	11%
		Sometimes	14	39%
		Seldom	15	42%
		Never	3	8%
Total			36	100%

Table 4.14 indicates that data on the students' frequency in do not think too much before speaking so the idea can flow by itself in speaking English. It is found that 15 students (42%) seldom do not think too much before speaking so the idea can flow by itself in speaking English, 14 students (39%) that sometimes do not think too much before speaking so the idea can flow by itself in speaking English, 4 students (11%) who always do not think too much before speak so the idea can flow by itself in speaking English, and 3 students (8%) that do not think too much before speak so the idea can flow by itself in speaking English.



Table 4.15 Stern (1992)

Item	Statement	Options	Frequency	Percentage
14	I told my interlocutor when I did not understand something	Always	18	50%
		Sometimes	13	36%
		Seldom	3	8%
		Never	2	6%
		Total	36	100%

Table 4.15 presents data on the students' frequency in told interlocutor when did not understand something in speaking English. There are 18 students (50%) who always told their interlocutor when did not understand something in speaking English, 13 students (39%) that sometimes told their interlocutor when did not understand something in speaking English, 3 students (8%) that seldom told their interlocutor when did not understand something in speaking English, and 2 students (6%) that never told their interlocutor when did not understand something in speaking English.

The questionnaire was given on 23<sup>rd</sup> June 2021. The result of the questionnaire was analyzed by using the percentage from spreadsheets in *Google Form*.

### Result of Interview

The interview was addressed to the sixteen students of tenth-grade SMK Negeri 2 Palu to get the data that supported this research on June 23<sup>rd</sup>, 2021. The researchers interviewed each student by asking 4 oral questions. The researchers described the result of the interview descriptively.

Table 4.16 Question 1

No.	Question	Answer	Frequency	Percentage
1	Have you ever spoken English before?	Yes	16	100%
Total			16	100%

Table 4.16 shows the answer of students on the question of whether or not they have ever spoken English before that all of the students or 16 students that interviewed have been ever spoken English before.

Table 4.17 Question 2

No.	Question	Answer	Frequency	Percentage
2	When did you speak English before?	Primary School	2	13%
		Junior High School	11	69%
		Tutoring Class	1	6%
		A few months ago	1	6%
		One week ago	1	6%
		Total	16	100%

Table 4.17 presents those 11 students or 69% of the students spoke English when they were a student in Junior High School, 2 students or 13% of them spoke English when they were a student in Primary School, 1 student or 6% of them spoke English when they were in Tutoring Class, 1 student or 6% of them spoke English a few months ago, and 1 student or 6% of them spoke English one week ago.

Table 4.18 Question 3

No.	Question	Answer	Frequency	Percentage
3	To whom did you speak English before?	Sister	1	6%
		Classmate	6	38%
		English Teacher	4	25%
		Friends	5	31%
		Total	16	100%

Table 4.18 displays the answers of 16 students or 38% spoke English with their Classmate before, 5 students or 31% of them spoke English with their Friends before, 4 students or 25% of them were spoke English with their English Teacher before, and 1 student or 6% of them spoke English with her sister before.

Table 4.19 Question 4

No.	Question	Answer	Frequency	Percentage
4	What did you talk about when you were speaking English before?	Grammar	1	6%
		Dialogue	1	6%
		Storytelling	1	6%
		Foods	1	6%
		Self-introduction	3	19%
		English Course	3	19%
		Forgot	1	6%
		Daily Life	1	6%
		Internet Game	1	6%
		Football Match	1	6%
		Homework	1	6%
		School Life	1	6%
Total			16	100%

Table 4.19 shows that 3 students or 19% of them were talked about Self-Introduction

when they spoke English before, 3 students or 19% of them talked about English Course, 1 student or 6% of them talked about Grammar, 1 student or 6% of them talked about Dialogue, 1 student or 6% of them talked about Storytelling, 1 student or 6% of them talked about Foods, 1 student or 6% of them talked about Daily Life, 1 student or 6% of them talked about Internet Game, 1 student or 6% of them talked about Football Match, 1 student or 6% of them talked about Homework, 1 student or 6% of them talked about School Life, and 1 student or 6% of them forgot what he talked about when he spoke English before.

Most of the students were starting to speak English when they were in Junior High School with their friend, classmate, or their English teacher and all of the students that were already interviewed have been spoken English before. The most topic they were talked about was self-introduction and the English course, which contained dialogue and storytelling.

### **Discussion**

This part presents the discussion of the research findings. In the process of conducting the research, the researchers interviewed sixteen students to know the basic information about their experience in speaking English as a foreign language. The main point that the researchers got from the interview was all of the students have been spoken English before. Another point that the researchers got was they start speaking English when they were in Junior High School, Primary School, Tutoring Class, and a few months ago. Additionally, most of the students were spoken English with their Classmate, English Teacher, and their friends when they start to speak English. Moreover, Self-Introduction and English Course were most topics talked about by the students' when they start to speak English. There are also some responses from students after the questionnaire session that they frequently used those strategies from the

questionnaire in daily life but it helps them to speak English in classroom activities. Therefore, not entirely of the students can speak English fluently.

The result of the questionnaire from students shows that the students mostly used management and planning strategies to help them as foreign language learners to direct their learning speaking strategy, such as using a dictionary and body language that consisted of gestures of hand and body to speak as explained below.

There are three statements in the questionnaire sheet that contains Rubin's (1987) theories that describe data in table 4.1 explains the students' frequency in using synonyms in speaking English. From the data that have been explained in the result of the Questionnaire, it can be determined that using synonyms in speaking English is considered as one strategy. It is found that almost 50% of 36 students used synonyms in speaking English. Secondly, table 4.2 describes data on the students' frequency in connecting words or phrases with a word they understand in speaking English. From the data, it can be determined that connecting a word or phrase with a word they understand in speaking English is considered as one of strategy that more than 50% of 36 students used in speaking English. Lastly from Rubin's (1987) theories, table 4.3 defines data on the students' frequency in using general words and phrases in speaking English. From the data that have been explained before, it can be determined that using general words and phrases in speaking English is considered as one of strategy that almost 50% of 36 students used in speaking English. Those are means that theories from Rubin's (1987) that contain cognitive and metacognitive strategies, communication strategies, and social strategies are already familiar for students to use in speaking English.

There are also three statements in the Questionnaire sheet that contain theories from O'Malley's (1985) that explains data in

table 4.4 which describes the students' frequency in asking interlocutor to repeat a word or phrase in speaking English. From the data, it can be determined that asking interlocutors to repeat a word or phrase in speaking English is considered as one of strategy that almost 50% of 36 students used in speaking English. Moreover, data in table 4.5 that defines the students' frequency in repeating the last word or phrase to spin out time in speaking English shows that it is considered as one of strategy that almost 50% of 36 students used in speaking English. Lastly from O'Malley's (1985) theories in table 4.6 presents that data on the students' frequency in asking interlocutors to repeat or explain in a different word or phrase in speaking English can be determined as one of strategy that almost 50% of 36 students used in speaking English.

From Oxford's (1990) theories there are 4 statements contained in the Questionnaire sheet. First, Table 4.7 presents the data on the students' frequency in asking classmates or teachers about a word or phrase in speaking English. It can be determined as one of the strategies that almost 50% of 36 students used in speaking English. Also, data in table 4.8 describes the students' frequency in pronouncing a word or phrase using Indonesian in speaking English. It is determined as one of the strategies that almost 50% of 36 students used in speaking English. Furthermore, table 4.9 defines students' frequency in using fillers such as: and, well, etc. to spin out time in speaking English. This is can be determined as one of the strategies that almost 50% of 36 students used in speaking English. Last from Oxford's (1990) theories in table 4.10 shows that data on the students' frequency in just keep quiet and not respond to an interlocutor in speaking English considered as one of strategy that almost 50% of 36 students used in speaking English.

Another five statements contained in the Questionnaire sheet were theories from

Stern's (1992) that define data in table 4.11 on the students' frequency in using a dictionary for communicative activities in speaking English. This is considered as one of the strategies that almost 50% of 36 students used in speaking English. For table 4.12, it describes the data on the students' frequency in using gestures and hands to pronounce a word or phrase in speaking English. It is also determined as one of the strategies that almost 50% of 36 students used in speaking English. While table 4.13 explains the students' frequency in putting together some ideas in mind before speaking in speaking English. It is can be determined as one of the strategies that more than 50% of 36 students used in speaking English. Furthermore, table 4.14 presents the students' frequency in not thinking too much before speaking so the idea can flow by itself in speaking English. This is considered as one of the strategies that more than 50% of 36 students used in speaking English. Last, table 4.15 shows the students' frequency in telling interlocutors when they did not understand something in speaking English. This is determined as one of the strategies that more than 50% of 36 students used in speaking English.

Based on the explanation above, the speaking strategies proposed by Stern in 1992 were the most speaking strategies used by the tenth-grade students of SMK Negeri 2 Palu. Stern proposes five main language-speaking strategies as Management and planning strategies that help students as foreign language learners to direct their learning such as using a dictionary and body language. Cognitive strategies that require problem-solving such as brainstorming. Communicative experiential strategies that overflow of communication such as students' do not think too much before speaking so the idea can flow by itself when they speak English. Interpersonal strategies that evaluate their performance and affective strategies that to deal with their emotional

problems such as they told their interlocutor when they did not understand something.

Another speaking strategy that was mostly used by the students was proposed by Oxford in 1990. Oxford divides language-speaking strategies into two main categories as Direct strategies consist of memory that helps learners to store new information, cognitive strategies that involve manipulation or transformation, compensation strategies that are used to compensate for missing knowledge, and communication strategies that occur in other language areas. Furthermore, indirect strategies consist of metacognitive strategies that are used to provide control over the learning process, effective strategies that techniques to gain better control over students' emotions, and social strategies that involve other people in the language learning process such as questioning.

## CONCLUSION AND SUGGESTION

### Conclusion

After the researchers conducted the interview, questionnaire, and analyzed the data, the researchers comes to conclude that the tenth-grade students of SMK Negeri 2 Palu have 10 strategies in speaking English as a foreign language, those strategies are cognitive strategies, metacognitive strategies, communication strategies, social strategies, socio-affective strategies, direct strategies (memory and compensation), indirect strategies (affective), management and planning strategies, communicative-experiential strategies, and interpersonal strategies. In addition, some of the students have strategies in speaking English besides the theories already explained such as taking notes.

### Suggestion

Based on the conclusion, the researchers provide some suggestions. Those are, the students should have awareness how to motivate themselves to speak English word more often, such as reading English books or

novel, listening to the English songs, and watching English movie. It will be helpful to improve their strategy in speaking English. Also, due to the Covid-19 pandemic, the researchers conducted interviews with students online by meeting on the *Zoom* application and provided them with questionnaires in *Google Forms* to answer. Having this experience, the researchers suggest further researchers collect data offline, because some students find it difficult to respond to certain instruments items online. Lastly, the researchers hope this research can contribute to the improvement of English teaching and learning especially for the students themselves.

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