

**AN ANALYSIS OF SPEAKING LANGUAGE LEARNING STRATEGIES USED  
BY THE STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITY  
OF RIAU**

**Dr. Fakhri Ras, M. Ed. and Dra. Hadriana, Ph. D.**

English Lectures at University of Riau-Indonesia

Email: [fakhriras@yahoo.com](mailto:fakhriras@yahoo.com)

CP: 0812-6836-1841

**Abstract**

The objective of this study is to determine strategies used by students of English Study Program of FKIP UR quantitatively and qualitatively in order to solve the problems in the course of Speaking. The population is the students who are taking Speaking 3 in which the sample is all population of this study due to the homogeneous of their characteristics (the aspects of academic achievement). For quantitative data, Strategy Inventory for Language Learning (SILL) (Oxford, 1989) is used while as for the qualitative data, interviews were commenced. The findings show that the highest use of the strategy is social strategy (3:26) and the lowest one (3:04) is memory strategy, 4 other strategies (cognitive, metacognitive, affective, and compensation) are in the medium category. The qualitative findings cover four elements: (1) Grammar (memorizing the tenses and using them in daily life, finding the solution in grammar books, finding examples of compound sentences and meaning, studying the complex sentence, and looking for the explanation on the use of preposition), (2) Vocabulary (consulting the dictionary, memorizing the vocabulary items, finding the explanation on internet, and translating the text), (3) Fluency (practicing general and basic grammar, applying the phrases in daily conversation, and learning more about the difference between clauses), and (4) Pronunciation (often downloading video of spoken English, finding the correct pronunciation of the word in the dictionary, practicing the reading aloud, identifying the intonation pattern, and practicing a lot). The implication of the study is that language learning strategies used quantitatively and qualitatively should be instructed to the students of English Study Program of FKIP UR especially for those who are taking Speaking 3.

**Key words:** Language Learning Strategies and Speaking

**Introduction**

Various problems were faced by the students in speaking as subject. In general, the students who take English Department come from various majors at senior high school level (social science, exact science, religious major, and vocational major), in which they took a small portion of English in a large class (more or less 40 students in one class). Specifically, the students need more times to adjust to academic atmosphere of English Department in which English language is fully used as medium of instruction. Most of them are not so active in using the productive skills (speaking and writing) rather than the receptive skills (listening, reading, structure, and vocabulary items). In other words, they are not so strong in oral communication.

Such basic problems faced by the students had become serious matters in the part of the students and English lecturers. The students had taken serious attention to learning and teaching process in the class room. In addition, the students have also done a series activities to utilize authentic materials, suggested by the lecturers. Besides, the students incline to do group discussion in order to share ideas.

**Brief Review of Related Theories**

*Definition of Learning Strategies*

Rubin (1987) defines the language learning strategies as a unified approach, steps and everyday used by someone to facilitate the acquisition, collection and use of information relating to the purpose of communication. Wenden & Rubin (1987) restricts the behavior in which a person uses and does second language learning activities. Chamot (1987) defines the language learning strategies such as approaches, techniques, and measures to facilitate the learning process and combine aspects of linguistics and content of information. Ellis (1994) focuses on language skills and on learning the language. Both of them are useful in the process of learning the language. Lan (2005) looks them as a wide range of behaviors that are used in language learning; differs according to the style of language. The strategies can be used in particular in accordance with the nature of the four language skills (listening, speaking, reading, and writing). In short, language learning strategies can be summarized by the covering various key elements such as the context

uses of the language, learning the target language, and appropriate steps to learn language-including English language.

#### *Definition of Speaking*

Various definitions of speaking have been made by some experts from different perspective point of views. However, the available definitions are already the nature of speaking. Numan (2003) states that the speaking involves various things like producing the sounds of language and sound of patterns, using words, phrases, intonation patterns, sentence rhythm, the use of right words and sentences which appropriate to the circumstances, the speaker, the situation and the subject matter, organizing thoughts in a logical and meaningful sequence. Oxford and Crookall (1990) states that speaking is the first model in which children acquire the language in everyday life activities in which most people speak. The acquisition process is regarded as main change of the language. In summary, it can be said that speaking belongs to one of productive language skills supported by various matter such as the knowledge of language and the content of speaking. The combination of these two elements will perform the quality of the speaking itself.

#### *Research Findings on the Use of Language Learning Strategies in Indonesia*

Various studies have been done on English language learning strategies in Indonesia. A number of language learning strategies have been studied such memory, cognitive, compensation, meta-cognitive, affective, social strategies and related to various factors such as socio-economic, academic background, parents' income, and others. Nenden Sri Lengkanawati (2004) found that memory, meta-cognitive, and affective strategies more widely used by EFL students in Indonesia than in other Australia. Other findings are cognitive, compensation, social strategies and more widely used in Australia than in Indonesia. Johari Afrizal (2005) concluded that most of the students prefer to learn meta-cognitive and affective than learning memory strategies. Gender and socio economic factors do not differ significantly in the use of language learning strategies. Kartika Naswantara (2010) concluded that both the ITS students had a different way of learning the language but both can work together for the advancement of learning. Fakhri Ras (2011) concluded that the use of Strategy Inventory for Language Learning (SILL) by high school students of Pekanbaru is at a medium level, where social strategies were the highest among the various learning language strategies (memory, cognitive, compensation, meta-cognitive, affective, and social). In addition, the use of SILL positively correlates to the students' achievement in learning English in Pekanbaru senior high school.

#### *Research Finding in Speaking in the World and in Indonesia*

Various studies have been conducted by various experts about the ability of speaking the language in various aspects. Kadenge (2009) concluded that the respondents (native speakers Zimbabwean) in Zimbabwean use simple strategy "monophthongization diphthongs" and "glide epenthesis" to shorten the English letters. Kamkhein (2010) found that students of Thai are difficult to pronounce the vocabulary of five syllables. It is related to the limitations of their competence in pronunciation. Nivja H. De Jong (2012) suggested that linguistics ability closely relate to the length of the syllable pronunciation. It opposes to the average length of pause which negatively correlate to linguistics and skills of the language. Bui Thi Thuc Quyen (2013) concluded that there are two significant variations in the frequency of use of strategy by the respondents in "oral communication in English" and "communication strategies". Ramin Rahimy and Samaneh Safarpour (2012) formulate the results of their research that there are significant differences between the groups of EFL students in Iran, prepared in role-play and who do not take advantage in role play in enhancing the ability of students' speaking in EFL. Nguyen Thi Tam (2012) concluded that administration of oral presentations can develop the ability of speaking skills of general student at the University of Hanoi Vietnam. These findings affect the lecturers to use English language in English as general subject and others taken subjects. Thanyalak Oradee (2012) also concluded that speaking skills can be developed by using three kinds of communicative activities (discussion, problem solving, and role play) at the secondary school level in Udon Thai, Thailand. The three communication activities are carried out in a planned language classes in public high schools in Thailand. Several studies that have been mentioned above relate to the speaking ability. The activities of teachers in learning process and student activity in overcoming the problems speaking has also become the target of studies.

#### **Data Analysis and Discussion**

##### *The Profile of Respondents*

Respondents in this study were selected based on gender, field of study, and type of school. Information about the profile of the respondents is shown as follows.

Total population is 20 people; 1) gender, 9 male students (45%) and 11 female students (55%), 2) field studies, natural sciences 8 students (40%), social sciences 10 students (50%), language major 2 students (10%), and 3) the type of school, state schools 12 students (60%), private schools 8 students (40%).

*Analysis of Quantitative Data*

This section explains and describes the level or the experience of students in the use of language learning strategies. The average value of each category is analyzed by grouping items into categories by calculating the average value of each category. For example, to get the average value in the category of "affective strategy", item 1-9 of the questionnaire on STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) are grouped together and calculated the average value. To interpret the average value, this study uses the Likert scale 5-point developed by Oxford (1989) as shown in Table 2.1

**Table 2.1**  
**Interpretation of Average Value**

Average Value	Interpretation
3.5 - 5.0	High
2.5 - 3.4	Medium
1.0 - 2.4	Low

Source: Language Learning Strategies, What Every Teacher Should Know, Oxford (1989).

The average value of students on each item and strategy is divided into three groups as indicated in table 2.1. The use level of language learning strategies of students categorized as low if the average value ranges between 1.0 - 2.4. If the average value is obtained between 2.5 - 3.4, then the students are categorized as having a medium level in the use of language learning strategies. Further, if the average value is obtained average between 3.5 - 5.0, the use of language learning strategies is high level.

**Overall language learning strategies used**

The formulation of problem is that what is the level of language learning strategies used by all respondents in English Study Program of FKIP of University of Riau? This section presents the level of the use of language learning strategies used by all respondents based on the rank order of six broad strategies, as seen in table 2.2

**Table 2.2**  
**The Level of the Use of Language Learning Strategies by Value Order**

Category of Strategies	Average Value	Stander of Deviation	The Use Level
Social	3.26	0.33	Medium
Meta-cognitive	3.19	0.27	Medium
Cognitive	3.17	0.24	Medium
Compensation	3.14	0.31	Medium
Affective	3.13	0.33	Medium
Memory	3.04	0.25	Medium

Table 2.2 explains two research results relate to the use of language learning strategies. Those are the categories of language learning strategies and their uses. Based on the table, it can be seen that the categories of language learning strategies most frequently used by students are social strategy, then sequentially followed by meta-cognitive, cognitive, compensation, affective, and memory strategies. The results also indicate that the memory strategy is a strategy that most rarely used by the respondents. The average value obtained by the use of six strategies range from 3:04 to 3:26. Thus, the average level of the use of the language learning strategies is medium (Oxford 1989).

**Analysis of Qualitative Data**

In this section is presented the qualitative research finding of 4 main problems faced by the students in speaking. Each component is explained in details in the form of written description.

**Grammar***Problems and Solutions taken by Respondents*

- a. Identifying types of sentences – 1) memorizing the tenses and using in daily life although sometimes still forget the pattern (15%), 2) reading grammar books (15%), 3) browsing internet on what are the types of sentences (15%), 4) discussing the difficulties with friends (20%), 5) learning to identify the types of sentences from different articles (20%), and 6) looking for examples on internet (15%).
- b. Identifying elements of simple sentence – 1) finding the solution in grammar books (20%), 2) looking for examples of the sentence (20%), 3) asking to friends (30%), 4) learning about "to be" and "yes" (15%), and 5) finding the differentiation of the sentences (15%).
- c. Identifying elements of compound sentence – 1) finding examples of compound sentences and find the meaning (30%), 2) reading again the explanation about conjunction (20%), 3) practicing by filling in the

- exercise sheet (10%), 4) practicing in analyzing the sentences (10%), and 5) reading grammar book to understand the part (30%).
- d. Identifying elements of complex sentence – 1) studying the complex sentences (30%), 2) reading the grammar book and trying to analyze the pattern and make the example (35%), and 3) trying to arrange the words to be a good sentence (35%).
  - e. The use of appropriate prepositions – 1) looking for the explanation on the use of preposition (20%), 2) trying to understand sentences in journals and articles (20%), 3) reading storybooks (30%), and 4) practicing to speak slowly and well-structured (30%).
  - f. Based on the above data, there are 5 components of grammar in speaking activities paid attention by the respondents. The respondents get difficulties to identify the types of sentences, the elements of simple sentences, elements of compound sentence, the elements of complex sentences and the use of appropriate prepositions.
  - g. In the first component, there are at least two highlight solutions taken by the student that is by discussing with friends about the difficulties encountered (20%) and learns to recognize the types of sentences from a variety of different articles (20%). In the second component, there are three highlight solutions taken by students that is by asks friend (30%), searching examples of the sentences (20%), and looks for the explanation in Grammar book (20%). In the third component, there are two highlight solutions taken by students those are by looking for an example of a compound sentence and finding meaning (30%) and reading a Grammar book to understand that part of the sentence (30%). In the fourth component, there are two at most solutions taken by students, namely reading Grammar and try's to analyze the form of the sentence and makes an example of his own (35%) and try's to arrange words into correct sentences (35%). While in the fifth component, also there are 2 at most solutions taken by students those are by reading books (30%) and practicing speaking slowly and structure (30%).

### Vocabulary Items

#### *Problems and Solutions taken by Respondents*

- a. Identifying lexical vocabulary items – 1) consulting the dictionary (15%), 2) reading many texts to make them familiar (8%), 3) learning the definitions (10%), 4) finding the explanation on how to use the words (7%), 5) looking for information from various sources (15%), 6) memorizing words day by day (8%), 7) making notes when meet new words (10%), 8) learning from songs (7%), 9) identifying on the use of the words from watching movies (10%), and 10) looking for new words while reading novels (10%).
- b. Identifying conceptual vocabulary items – 1) memorizing the vocabulary (20%), 2) improving the ability to translate texts (20%), 3) looking for related information (25%), 4) looking from different sources (15%), and 5) marking the words while reading a passage (20%).
- c. Identifying structural vocabulary items – 1) finding the explanation on internet (30%), 2) discussing with friends about the vocabulary items (40%), and 3) asking for explanation from lecturer (30%).
- d. Identifying contextual vocabulary items – 1) translating the text (20%), 2) gaining confident in translating text (15%), 3) consulting with lecturer (20%), 4) making notes while reading passages related to certain context (25%), and 5) looking for the clues (20%).

Based on data in Table 3.2, there are 4 components of vocabulary in speaking activities paid attention by respondents. The respondents get difficulties to recognize the lexical meaning, conceptual meaning, structural meaning and contextual meanings of vocabulary items.

In the first component, there are two highlight solutions taken by the students those are by searching for meaning in the dictionary (15%) and searching for the meaning of vocabulary in a variety of sources (15%). In the second component, there is one highlight solution taken by the student that is by finding information related to the vocabulary (25%). In the third component, there is also one highlight solution taken by the student that is by discussing with a friend about the vocabulary (40%). In the fourth component, also there is only one at most solution taken by the student that is by making notes when reading articles related to a specific context.

### Fluency

#### *Problems and Solutions taken by Respondents*

- a. Spelling out the sentences – 1) practicing general and basic grammar (25%), 2) practicing with friends (20%), 3) applying the language in daily life (20%), 4) practicing in pair to match voices (15%), and 5) practicing by reading favorite English books and poems (20%).
- b. Spelling out the phrase – 1) applying the phrases in daily conversation (55%), and 2) learning from movies on how to pronounce the phrases (45%).
- c. Spelling out the clause – 1) learning more about the difference between the clauses (45%), and 2) practicing by repeating the clauses (55%).

Based on above data, there are 3 components of fluency in speaking activities paid attention by respondents. The respondents get difficulties to pronounce words, phrase, and clause clearly.

In the first component, there are four highlight solutions taken by the students those are by practicing general and basic parts of grammar (20%), practicing with friends (20%), applying the English language in everyday life (20%), and practicing with reading English books and poetry (20%). In the second component, there are two highlight solutions taken by the students those are by implement certain phrases in everyday conversations (55%) and learn from watching a movie in English about how to pronounce the phrase correctly (45%). In the third component, also there are two at most solutions taken by the students those are by practicing with repeated mention of clause (55%) and learn more about the differences clause (45%).

### Pronunciation

#### *Problems and Solutions taken by Respondents*

- a. Saying stresses of word – 1) often downloading video spoken in English to listen to the pronunciation (10%), 2) doing reading as habit (15%), 3) listening to speeches in English (18%), 4) learning to say each word as good as possible (18%), 5) gaining the confident of pronouncing the word (9%), 6) practicing with native speaker (15%), and 7) learning the IPA system (15%).
- b. Saying intonation of word – 1) finding the correct pronunciation of the word on dictionary (35%), 2) practicing by repeating the intonation of the word (30%), and 3) looking for similar words and find the differences (35%).
- c. Saying intonation of phrase – 1) practicing by reading aloud (15%), 2) practicing by recording own voice (15%), 3) using the phrases in actual conversation (25%), 4) watching English movies (25%), and 5) identifying the key word of the phrase (20%).
- d. Saying intonation of clause – 1) identifying the intonation pattern (30%), 2) practicing the intonations in different situation (25%), 3) listening to conversation from video and imitating the speaker (25%), and 4) listening and repeating (20%).
- e. Saying intonation of the sentences – 1) practicing a lot (55%), and 2) asking to friends the correct intonation (45%).
- f. Saying the rhythm of the sentences – 1) looking for the examples on internet (20%), 2) learning from songs (20%), 3) learning from English movies (30%), and 4) practicing by reading storybooks (30%).

Based on above data, there are 6 components of pronunciation in speaking activities paid attention by respondents. The respondents get difficulties in pronouncing the correct word stress, pronouncing intonation of the word, pronouncing intonation of phrase, pronouncing intonation of clause, pronouncing intonation of sentences, and pronouncing the rhythm of the sentence correctly.

In the first component, there are two highlight solutions taken by the students those are by listening to the speech in the English language (18%) and learning to pronouncing every word as best as possible (18%). In the second component, there are two highlight solutions taken by the students those are by looking for any pronounce of correct word in the dictionary (35%) and search for similar words and look for the difference (35%). In the third component, there are two highlight solutions taken by students, namely using phrases in everyday conversations (25%) and watching movies in English (25%). In the fourth component, there are two at most solutions by the students those are pronouncing practices sentence intonation in different situation (25%) and listening to the conversations of video and imitate pronouncing (25%). In the fifth component, there is one at most solution taken by the student that is by to practice as often as possible (55%). In the sixth component, there are two at most solutions taken by the students those are by learning of English movies (30%) and practice by reading books (30%).

### Conclusions and Suggestions

#### Conclusions

After the research activities have been done, there are some conclusions can be drawn as follow:

- a. The level of language learning strategies use is that the social strategy as the highest one (3.26) among others while the memory strategy is the lowest level (3.04).
- b. There are some aspects prominently used in speaking skill which cover grammar, vocabulary, fluency, and pronunciation.
- c. In the aspect of grammar, the strategies of *asking friends, finding examples of compound sentences and finding the meaning, reading the grammar book and trying to analyze the pattern and make example, and trying to arrange the words to be good sentences* are regarded as the preferred strategies.
- d. In the aspect of vocabulary, there are some strategies to be used by the respondents such as *discussing with friends about the vocabulary items, asking for explanation from the lecturer, and finding the explanation on internet.*

- e. In the aspect of fluency, there are also several strategies likes *applying the phrases in daily conversation, learning from movies on how to pronounce the phrases, learning more about the difference between the clauses, and practicing by repeating the clauses* to be used by the respondents.
- f. In the aspect of pronunciation, the preferred strategies are as follows; *finding the correct pronunciation of the word on dictionary, practicing by repeating the intonation of the word, looking for the similar words and finding the differences, identifying the intonation pattern, practicing a lot, and asking to friends the correct intonation.*

#### Suggestions

There are some suggestions that might be proposed for a betterment use of language learning strategies in the future.

- a. The use of language learning strategies is expected to be maximized at high level starting from 3:50 in all kinds of language learning strategies.
- b. The four aspects of speaking as mentioned in the part of conclusion can be enlarged in order to increase the quality of speaking activities through grammar, vocabulary, fluency, and pronunciation.

#### References

- Chamot, A.U., (1987). The cognitive academic language approach: a bridge to the mainstream. *TESOL Quarterly* 21: 13-24.
- Ellis, R., (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Fakhril Ras (2011). *Language learning strategies used by Pekanbaru senior high school students based on socio-economic, academic, and situational factors*. Bangi: Faculty of education Universiti Kebangsaan Malaysia.
- Johary Afrizal (2005). *Language learning strategies of EFL university students at Indo Indonesian private university*. Bangi: Fakulti Pendidikan Universiti Kebangsaan Malaysia.
- Kadenge, M., (2009). African Englishes: the indigenization of English vowels by Zimbabwean native Shona speakers. *The Journal of pan African Studies* (3) 156-173.
- Kamkhein, A., (2010). Thai learners' English pronunciation competence: lesson learned from word stress assignment. *Journal of Language Teaching and Research* (1) 757-764.
- Kartika Nuswantara (2010). English language learning strategies of two successful learners of different learning styles. Institut Teknologi Sepuluh November (ITS) Surabaya. *Leksika* 4 (1): 73-83.
- Lan, Roe L., (2005). *Language learning strategies profiles of EFL elementary school students in Taiwan*. Maryland: Department of Curriculum and instruction, Univesity of Maryland.
- Nunan, D., (2003). *Practical English language teaching: speaking*. New York: McGraw Hill Companies Inc.
- Nenden Sri Lengkanawati (2004). How learners from different cultural backgrounds learn a foreign language? *Asian ELT Journal* 1-8.
- Nguyen Thi Tam (2012). An action research on developing speaking skill through oral presentations with reference to the course book "talk time" for the second-year non-major students at Hanoi University of Industry. Thesis. University of Languages and International Studies, Hanoi.
- Nivja H. De Jong (2012). Linguistic skills and speaking fluency in a second language. *Applied Psycholinguistics*. 1-24.
- Oxford, Rebecca L., (1989). Use of language learning strategies: a synthesis of studies with implications for strategy training. *System* 17: 1-13.
- Oxford, R. & Crookall, D. (1990). Research on language learning strategies worldwide with ESL/EFL version of the strategy inventory for language learning (SILL). *System* 25 (1): 4-23.
- Ramin Rahimy dan Samaneh Safarpour (2012). The effect of using role-play of Iranian EFL Learner's speaking ability. *Asian Journal of Social Science and Humanities* Vol.1 No. 3. Pp. 50-59.
- Rubin, J., (1987). Learners' strategies: theoretical assumptions, research history and typology. In Wenden & J. Rubin (Eds.). *Learners strategies in language learning*. pp 15-29. New York: Printice Hall.
- Quyen Thi Thuc Bui (2013). The effect of attitude towards speaking English and exposure to oral communication in English on use of communication strategies by English majors in Vietnam. *International Journal of scientific and Research Publications* (3) 1-9.
- Thanayak Oradee (2012). Developing speaking skill using three communicative activities (discussion, problem-solving, and role play). *International Journal of Social Science and Humanity*, Vol.2 No. 6. Pp. 533-535.
- Wenden, A., & Rubin, J., (1987)(Eds.). *Learner strategies in language learning*. Englewood Cliffs. New Jersey: Prentice hall.