

AN ANALYSIS OF ENGLISH DEPARTMENT STUDENTS' STRATEGIES IN LEARNING SPEAKING SKILLS AT HOME

A thesis

*Submitted to the English Education Study Program
Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo
Fulfillment of Requirement for S.Pd Degree of English Education*



IAIN PALOPO

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis entitled "An Analysis of English Department Students' Strategies in Learning Speaking Skills at Home" Which is Written by **Annisa Febrianti**, Reg. Number. 16.0202.0170, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuesday, 9th of February 2021 M**, coincided with 27th Jumadil Akhir 1442 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Monday, 15th of February 2021
3rd Rajab 1442 H

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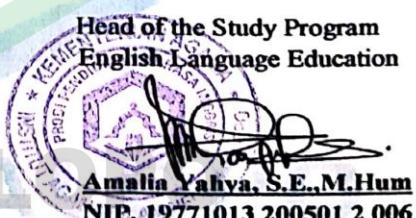
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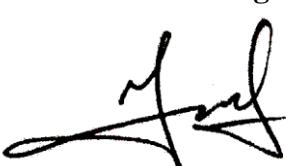
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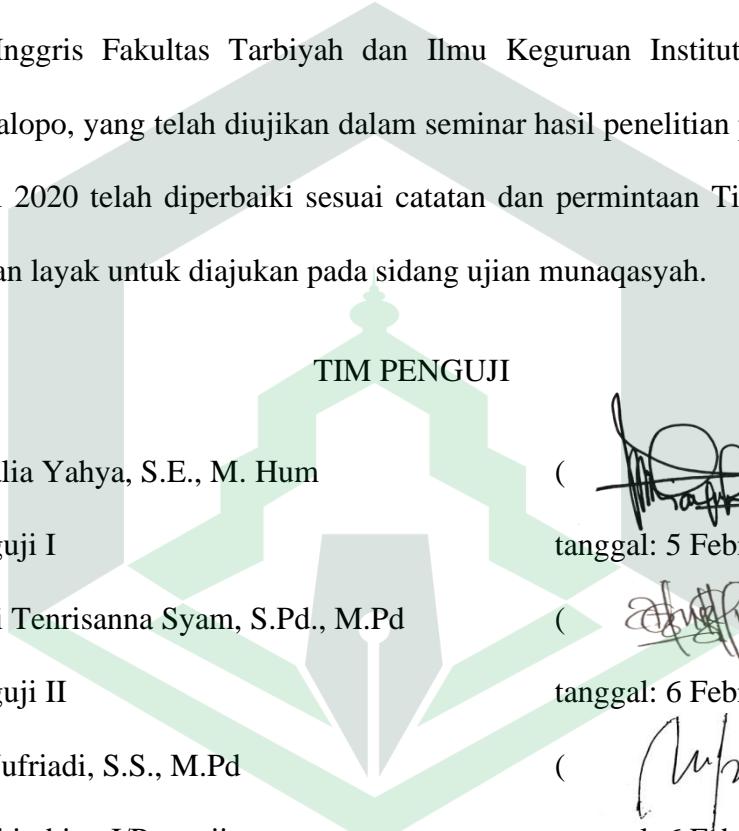
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HALAMAN PERSETUJUAN TIM PENGUJI

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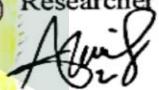
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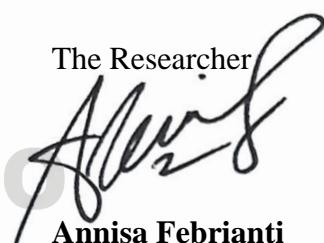
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Finally, the researcher would like to thank everybody who has essential roles in finishing this thesis. This thesis is far from perfect, but it expected to be useful for the researcher and the readers. For this reason, thoughtful suggestions and critics are welcomed.

The Researcher



Annisa Febrianti

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ABSTRACT

Annisa Febrianti, 2020. "An Analysis of English Department Students' Strategies in Learning Speaking Skills at Home". A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: Jufriadi, Muhammad Iksan.

This research attempted to find out the speaking learning strategies used by the fifth semester students of English Education Study Program of IAIN Palopo. This research applied the descriptive quantitative method. The researcher used the Strategy Inventory for Language Learning (SILL) questionnaire conducted by Oxford (1990) that was translated into Bahasa Indonesia and adapted by Muhammad Iksan (2015) to find out the learning strategies used by students. This research population were the students in the fifth semester of English Education Study Program of IAIN Palopo. The sample was taken by using purposive sampling technique. The number of the sample were 30 students. The data analysis showed that students used all of the six learning categories of Oxford strategies; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. But for the most frequently used strategies were metacognitive strategies with mean score was 4.09. The reason was because metacognitive strategies is a flexible learning strategies for students and help them to become independent learners. The students' types as the Language Learning Strategies user categorized as the medium user with the mean score was 3.48 with 18 students classified as the high user learners, 12 students classified in the medium level, and none of the students classified as the low user.

Keyword: Speaking Skills, Learning Strategies.

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CHAPTER I

INTRODUCTION

A. Background

English has increasingly become the medium for every field of communication in this era of globalization. As an outcome, there is a demand in every country for speakers who can use English effectively. It makes English recognized as a Universal Language, and as the second language in many countries around the world.

Speaking is considered an essential skill among the four keys to language abilities that must be mastered to learn a new language. Mastering speaking skills is the single most important component of learning a foreign language for most individuals. In terms of success, the ability to maintain a conversation in that language is evaluated¹.

Speaking is an essential part of daily interaction and sometimes become the first factor that people use to determine their English ability. The interest of students in learning the second language is influenced by context and how the teacher teaches them. Therefore, if the teacher wants to improve the language mastery of the students, they must be aware of the circumstances of the students and create a supportive learning environment in the classroom. The teacher should motivate the students to consciously speak while teaching speaking. Students will

¹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (New York: Prentice Hall International, Ltd, 1991).

be motivated to speak if they feel interested².

Teachers' roles in the classroom are essential to determine whether the students are motivated or less motivated in learning. To achieve the teaching goals, Teachers need to be more concerned about every aspect that might help to motivate students in learning, like what they want and need.

Based on current conditions, it is quite hard for students to depend only on the teacher in learning English. As the spreading of Covid-19 comes as a pandemic, there are significant changes in many aspects of human life, especially in the education aspect. In Indonesia, the government makes a regulation for education where the teaching and learning process has to do from home. It forces students to learn many things independently from home because the new learning system can't provide perfect learning as the regular system does.

It goes the same for English Department Students of IAIN Palopo. As the major is English study, students have to improve their four skills that need to be mastered in English, which are *listening, speaking, reading, and writing*. For the speaking aspect, there are difficulties in learning alone from home because it needs more interaction than the other three skills, so the students have to look for other strategies where they still can improve their speaking skills even by learning independently from home.

According to the problem above, the researcher tries to find out the strategies used by English Department Students in learning Speaking skills at

² Jeremy Harmer, *The Practice of English Language Teaching*, Fourth (London: Longman, 1991).

home. These strategies might be different from each of the students, so it can be a useful reference for others who finds struggles in learning from home, especially in learning speaking skills.

B. Research Question

Based on the problem discussed in the background above, the researcher formulates the research question as follows:

1. What are the strategies used the most by the students in learning speaking skills at home?
2. What are the reason students choose the learning strategies?
3. What types of users are the students in using the speaking skills strategies at home?

C. Objective of the Research

Concerning the statement of problems above, the researcher states the specific objectives of the research, as follows:

1. To find out the strategies used the most by the students in learning speaking skills at home.
2. To find out the reason student choose the learning strategies
3. To find out what types of users are the students in using the speaking skills strategies at home.

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D. Significance of The Research

The findings of this research are expected to be theoretical and practical references, as follows :

This thesis expects to provide theoretical information by giving students new information about strategies that can be used in learning speaking skills at home. The researcher hopes this research will contribute in the development of the education aspect.

Furthermore, this research can be practical information for all students too as an alternative model on learning speaking independently at home by trying the different strategies that might help to improve students speaking skills after applying the strategies. And also that students can have a new experience in learning English. Besides, this research can also be a practical reference for lecturers or teachers in teaching and motivate them to be more creative in teaching English, especially speaking.

E. Definition of Key Terms

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a. Speaking

Speaking is an interactive meaning-building process involving the creation of reception and processing of information³.

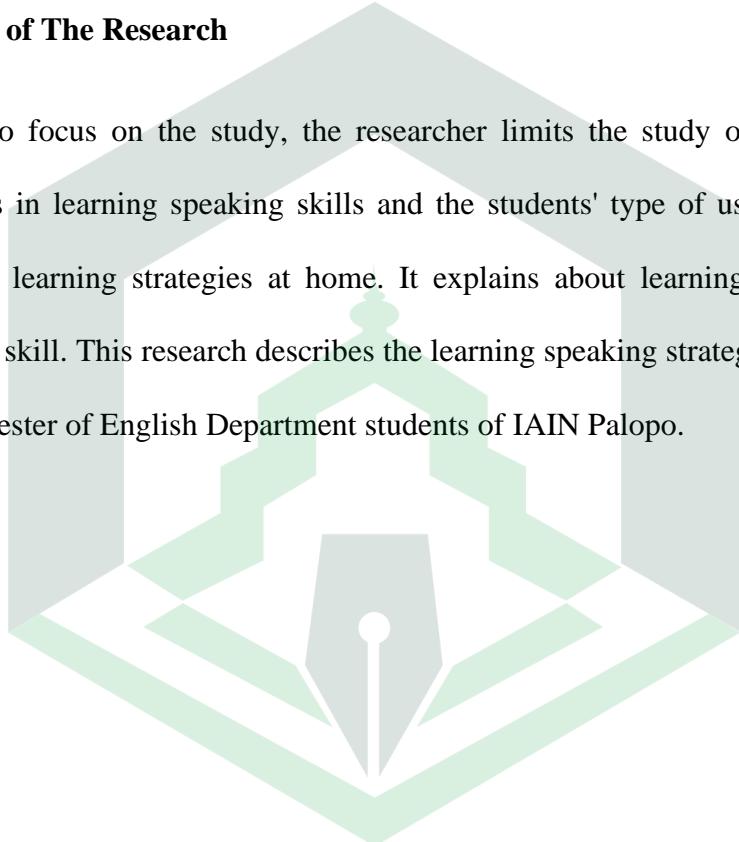
³ H. Douglas Brown, *Language Testing Book: Principles and Classroom Practice*, Book (London: Longman, 2004).

b. Learning Strategies

Learning strategies are basic thoughts or action used by people to help them understand, learn, or maintain new data ⁴.

F. Scope of The Research

To focus on the study, the researcher limits the study on the Students' strategies in learning speaking skills and the students' type of user in using the language learning strategies at home. It explains about learning strategies and speaking skill. This research describes the learning speaking strategies used by the fifth semester of English Department students of IAIN Palopo.



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⁴ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 1990).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

In this research, the researcher sums up some relevant findings from other researchers who have conducted previous research concerning learning-speaking skills strategies.

The first research is "Exploring Students' Learning Strategies in Speaking Performance" written by Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim Ibrahim (2018). This research goal was to examine learning strategies used by learners in speaking performance by using qualitative design. This study found that the English department students on the third semester often used memory strategies in learning speaking skills. The second was metacognitive strategies preceded in the third rank by social strategies. The fourth was affective strategies, and compensation strategies in the fifth rank, followed by cognitive strategies in the last rank. Furthermore, the other factors also influence students' learning strategies in speaking learning, such as psychological factors, the role of teacher, task, environment, and social factors⁵.

The second related finding is "Learning Strategies Used by Student of Acceleration Class in Speaking English at MAN 3 Tulungagung" conducted by Astrit Itania in 2014. In this research, The researcher used the qualitative method,

⁵ Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim Ibrahim, 'Exploring Students' Learning Strategies in Speaking Performance', *International Journal of Language Education*, 2.1 (2018), 65 <<https://doi.org/10.26858/ijole.v2i1.5238>>.

and the subject was the 10th-grade students of Acceleration Class at MAN 3 Tulungagung, which consisted of 15 students. The researcher collected the data by using qualitative interviews, observation, and documentation. As a result, it found that the student of the acceleration class's strategy is speaking English. To help their English learning, they used learning speaking strategies because it is more manageable than other strategies. Hence, they choose speaking strategies and apply them in daily activities, especially in the classroom⁶.

The third research is "Analysis of Learning Strategies in Speaking Class at the Second Grade Students of Senior High School" written by Wendy Wirawan (2017). The research was conducted in SMAN 1 Binduriang Bengkulu and the analysis was performed using a qualitative and quantitative approach in which twenty students from the second grade were selected as a sample. Fifty questionnaire items were presented to the participants to verify the preference for the learning strategy. The information was processed and analyzed through product-moment correlation via SPSS to classify learning strategies most commonly used by students and to find out the correlation between learning strategy and the ability of students to communicate. The result showed that the students used six different language learning strategies, including; meta-cognitive, memory affective, social, cognitive, and compensation⁷.

The fourth study is "Students' Learning Strategies for Developing Speaking Ability" conducted by Sofyan A. Gani, Dian Fajrina, and Rizaldy

⁶ Astrit Itania, 'Learning Strategies Used By The Student Of Acceleration Class In Speaking English At MAN 3 Tulungagung' (IAIN Tuluangung, 2014).

⁷ Wendy Wirawan, 'Analysis of Learning Strategies in Speaking Class At the Second Grade Students' of Senior High School', *Journal of Chemical Information and Modeling*, 2017 <<https://doi.org/10.1017/CBO9781107415324.004>>.

Hanifa in 2015. This research study was conducted at SMAN 3 Banda Aceh. The second-year students at SMAN 3 Banda Aceh who had either low or high speaking performance results were the subject of this study. This study showed that the high-performance speaking students had a good compromise when using all the varieties of learning strategies to enhance their speaking abilities; with low-performance speaking students, the result was different. In addition, high performance speaking students have actively and appropriately employed more learning strategies compared to low-performance speaking students⁸.

The fifth study was conducted by M. Iksan and Duriani (2015). The title is "A Survey of Students ' Language Learning Strategies and Their English Achievement in SMA Negeri 1 Palopo". This research aimed to investigate the dominant language learning strategies (LLSs) used by students and investigate the correlation between students' dominant LLSs and their English achievement. This research population was the students of SMA Negeri 1 Palopo from grade 1 to grade 3. The total number population is 943 students from whole levels. This research employed a correlational research method that involves the collection of data. In collecting the data, the writer used two kinds of instruments, and they are (1) Adapted Strategy Inventory For Language Learning (SILL) version 7.0 and (2) English achievement test. The result shows that the students of SMA Negeri 1 Palopo used all the categories of LLSs. The finding also reveals that the high achiever students in SMA Negeri 1 Palopo are dominantly used both cognitive strategies and metacognitive strategies. Metacognitive strategies are also the most

⁸ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, 'Students' Learning Strategies for Developing Speaking Ability', *Studies in English Language and Education*, 2.1 (2015), 16 <<https://doi.org/10.24815/siele.v2i1.2232>>.

frequently used strategies by the low achiever students, followed by affective strategies. The correlation between the dominant LLSs used and students' English achievement found no statistical correlation between the dominant categories of LLSs students used with their English achievement⁹.

The sixth finding is "The Influence of the Economic Students' Motivations and Language Learning Strategies towards Their English Achievement in STIE Muhammadiyah Palopo" written by Muhammad Iksan and D. Dirham (2018). This study involved the first-year students of three study programs in STIE Muhammadiyah Palopo that analyzed students' motivation and strategies that students used in English learning by using a correlational research method that analyzed the relationship between those two factors in English learning achievement of students. The instruments used are motivation and SILL questionnaire and also an achievement test of students. As a result, the students have high motivation to learn English, and the most frequent use strategies are metacognitive. Besides, both students' motivation and learning strategies significantly influence their English achievement¹⁰.

The last finding is "Language Learning Strategies of Language E-Learners in Turkey" written by Ekrem Solak and Recep Cakir (2015). The aim of this research was to asses the language learning strategies by the e-learners and to understand wether there were any relations between language learning strategies

⁹ Muhammad Iksan and Duriani, 'A Survey of Students ' Language Learning Strategies and Their English Achievement in SMA Negeri 1 Palopo', *IDEAS Journal*, 3.December 2015 (2015), 12.

¹⁰ Muhammad Iksan and Dirham Dirham, "The Influence of the Economic Students' Motivations and Language Learning Strategies towards Their English Achievement in STIE Muhammadiyah Palopo." *Ethical Lingua: Journal of Language Teaching and Literature* 5, 5.1 (2018), 110–21 <<https://doi.org/10.30605/ethicallingua.v5i1.737>>.

and English achievement. The Turkish version of Stragey Inventory of Language Learning (SILL) was used as a data collection instrument. The result revealed that they preferred to take advantage of metacognitive strategies the most. It also found that using the language learning strategies had an effect of academic achievement¹¹.

The research above has something similar in common: the aim is to find out the strategies used by students in English learning, especially speaking, but there are some differences in each of the research. The first research explored the speaking strategies used by students in speaking performance. The second finding was to focus on students in the acceleration class. The third research analyzed the learning-speaking strategies and knew the correlation between learning strategy and students' speaking ability. The fourth research was to differentiate the strategies using by students who had either low or high speaking performance results. The fifth finding analyzed the relationship between the students' language learning strategies and their English achievement. It also presented a brief description of the language learning strategies and the English achievement of the students. The sixth finding aimed to find the students' motivation and strategies in English learning and whether it influences their English achievement. Meanwhile, the last one also analyzed the correlation between language learning strategies and English achievement.

In this research, the researcher also aims to find out the strategies used by students in learning speaking skills. Still, the difference is that in this research, the

¹¹ Ekrem Solak and Recep Cakir, 'Language Learning Strategies of Language E-Learners in Turkey', *E-Learning and Digital Media*, 12.1 (2015), 107–20
<<https://doi.org/10.1177/2042753014558384>>.

researcher focuses the study on the strategies that are not only used at school or university but also at home, related to nowadays condition where students have to study from home. And also, this research focuses the subject on English department students.

B. Theories of Speaking

a. Definitions of Speaking

There are many definitions of speaking stated by different experts, as follows :

1. Chaney & Burk (1998) stated that speaking is the process of constructing and communicating meaning in different contexts through verbal and non-verbal symbols ¹².
2. Huebner (1960) defined speaking as someone's ability to communicate in everyday life, whether at school or outside. The capacity, mainly neuromuscular and not an intellectual mechanism, needs several repetitions. Its competence in the transmission and reception of a message ¹³.
3. Lado (1961) states speaking as an ability to fluently converse or communicate a set of ideas¹⁴.
4. Tarigan (1985) clarified that speaking is the ability to communicate, tell, demonstrate, and think about concepts, teach, and feel articulations, sounds, or phrases¹⁵.

¹² Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon, 1998).

¹³ Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language* (New York: Cambridge University Press, 1960).

¹⁴ Robert Lado, *Language Testing: The Construction And Use Of Foreign Language Tests, A Teacher's Book* (London: Longman Group Limited, 1961).

From some of the experts' statements above, the researcher can conclude that speaking is an essential tool for communicating and express our idea in daily life. It can help us to understand what others intended to say and help us to gain informations.

b.Aspects of Speaking

Based on the accomplishment, speaking can be divided into two types: good speaking and poor speaking. Based on the elements of speech, speaking can be said to be good or poor. Speaking is not simply verbally voicing something. Students, however, need to learn some speaking elements to have good speaking abilities.

As proposed by Brown, those aspects are *pronunciation*, *fluency*, *vocabulary*, and *accuracy*. Brown refers to the Longman dictionary for the definition of those four aspects.

The first one, *pronunciation* explained as the manner in which a spesific sound or sounds are made. It covers the manner in which speakers create simple language when they speak. In order to connect efficiently, speakers need to convey a consistent message to listeners. Teaching pronunciation including stress, rhyhtm, and intonation is essential in speaking. *Fluency*, as the standard or state of becoming fluent, is the next factor. A set of lexemes, consisting of single words, compound words, and idioms that are commonly used when talking is the third

¹⁵ Henry Guntur Tarigan, *Pengajaran Semantik* (Bandung: Angkasa, 1985).

aspect, which is *vocabulary*. The last aspect is *accuracy*, explained as an ability to use proper grammar to generate sentences or utterances.

On the other side, Harris and P says that there are five aspects of language: *pronunciation, grammar, vocabulary, fluency, and comprehension*.

Pronunciation is the manner in which words are pronounced. Ones who learns English as a foreign language has to be able to use the language's English pronunciation and other skills. In a language, *grammar* is a set of laws, or a system of units and language patterns. The words used in a language are *vocabulary*. Without vocabulary, we cannot speak at all. *Fluency* a parameter of someone's speaking level. Someone who has strong fluency can easily and quickly implement or use the language in the correct language order. The last element, which is *comprehension*, denotes the capacity to comprehend the purpose and general sense of the speakers. Effective understanding refers to good comprehension. If someone's comprehension of language is good, it can influence their ability to communicate¹⁶.

Based on the theories from experts above, the researcher concludes that some aspects can be determined whether our speaking is good or not; they are vocabulary, grammar, pronunciation, fluency, and comprehension. These aspects are essential and correlate to each other, so we can't only master one aspect if we wanted to be a good speaker. Even there is an aspect which if we don't master it, we can't speak at all.

¹⁶ Harris and David P, *Testing English as a Second Language* (New York: McGraw-Hill, 1969).

C. Review on Learning Strategy

a. The definition of Learning Strategy

Barnwell, O'Malley, and Chamot (1991) note that learning methods are basic thoughts or habits that people use to help them understand, learn, or maintain new data¹⁷. Oxford (1990:8) also points out that learning strategies are generally described as practices or processes that the learner selects and employs consciously (or unconsciously) to learn the target language or promote a language assignment¹⁸. White (1999) in Hurd & Lewis (2008) states that Learning strategies are generally described as practices or processes that the learner select and employs consciously (or unconsciously) to learn the target language or to promote a language assignment¹⁹. Aside from that, Macaro (2001) defines Learning Strategies methods, tactics, or international behavior taken by students to facilitate learning and recall knowledge from both linguistic and content areas. The language learning process will progress greatly with the use of the right techniques. Appropriate strategies for language learning contribute to better, faster language proficiency. In the course of acquiring a language, language learnig strategies play an important role²⁰.

¹⁷ David Barnwell, J. Michael O'Malley, and Anna Uhl Chamot, 'Learning Strategies in Second Language Acquisition', *Language*, 1991 <<https://doi.org/10.2307/415153>>.

¹⁸ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House, 1990).

¹⁹ Cynthia White, *Language Learning Strategies in Independent Language Learning: An Overview*, ed. by T. W. Lewis and M. S. Hurd, *Language Learning Strategies in Independent Settings* (North York: Multilingual Matters, 2008).

²⁰ Ernesto Macaro, *Learning Strategies in Foreign and Second Language Classrooms* (New York: Continuum, 2001).

In conclusion, learning strategies are tools by learners in the processing of knowledge to enhance their understanding, learning, or retention of new information. To solve their language problems and help them understand new knowledge, learners also use learning strategies.

b. Category of Language Learning Strategies

Many researchers have classified language learning strategies, for example, by O "Malley and Chamot (1990) and Oxford (1990).

O "Malley and Chamot divide language learning strategies into three main subcategories: *Metacognitive strategy*, *Cognitive strategy*, and *Socio-affective strategy*.

a.) *Meta-cognitive strategy*

Metacognitive strategies are higher-order reasoning abilities that students use to navigate their language learning. Metacognitive strategies include preparation after an activity is completed for learning, monitoring, and assessing learning. Metacognitive strategies go beyond the cognitive process and enable learners to organize their learning. It allows them to effectively schedule their language learning. O'Malley and Chamot also divided Metacognitive Strategies into three sets of strategies: centering your learning, arranging and planning your learning, and evaluating your learning. The aim of centering learning is to focus on the learner to direct toward certain language activities or skills. Arranging and planning to learn helps learners organize to get the maximum benefit from their energy and effort. Evaluating learning helps learners with issues such as error monitoring and progress evaluation.

1. Advance Organizers

It previews the key ideas and principles of the content to be learned by skimming the text for the guiding principle. For instance, before they go into class, students review.

2. Directed Attention

It decides to participate in a learning task in general and ignore irrelevant distractors in advance.

3. Functional Planning

It is preparing and rehearsing the required components of linguistic to execute an upcoming language mission. A student, for instance, makes a review of the materials to prepare for the final test.

4. Selective Attention,

It chooses to answer particular aspect of input, often by searching for keywords, definitions, or linguistic markers. For starters, it help to memorize the dialogue by choosing the familiar topic to practice English orally or by writing some important words.

5. Self-Management

recognizes and circumstances that support students and coordinate the life of those circumstances. For instance, while studying in the classroom or outside class, the students create a clam condition.

6. Self-Monitoring

During listening or reading, it test one's understanding or verivies the consistency and appropriateness of one's moral or written development while it

takes place. For instance, when they memorize something, the students ask their friends to check the correct and the wrong words.

7. Self-evaluation,

After it has been done, it tests the effects of one's language learning against a standard. The students try to talk to international visitors, for instance, for practice speaking skill.

Metacognitive strategies apply to the actions of learners in concentrating, organizing, preparing and measuring their learning. Metacognitive strategies include (a) paying attention; (b) delaying the production of speech to focus on listening; (c) organizing; (d) setting priorities and goals; (e) preparation for language tasks; (f) self-monitoring; and (g) self assessment.

b.) *Cognitive strategy*

Cognitive methods include the use of various techniques to recall new terms and phrases, the deduction of grammar rules, the application of previous laws by learners, the guessing of the meaning of unfamiliar words, and the use of different ways to arrange more knowledge and relate the new information to the language previously studied, operate directly on incoming information, manipulating it in ways that enhance learning. Cognitive strategies also divided into four sets by O'Malley and Chamot: practice, receive, and send messages, evaluate and reason, and construct the input an output structure. The most important thing is repetition, which can be done by repeating, engaging with sounds, and using pattern. When learners attempt to find the main idea by skimming and scanning, receiving and sending messages are used. Adult learners

typically use techniques for assessing and reasoning. These are used to comprehend the essence of the target language. These are to make new expressions as well.

1. Resourcing Translation

It uses target language reference materials in the target language, such as dictionaries, encyclopedias, or textbooks, as a basis for second language comprehension and development. Students, for example, check in the dictionary for new words.

2. Repetition

It imitates a model of language, including open practice and silent rehearsal. The students repeat the pronunciation, for example, before it is mastered.

3. Grouping

It is the grouping of terms, terminology, or concepts according to their characteristic or significance. Students identify the words with the same meaning to memorize the words.

4. Deduction

It applies rules based on language analysis to understand or create a second language or make up rules.

5. Imagery

It uses visual images to comprehend or recall new knowledge (either mental or real). For example, students use an analogy that is relevant to the subject to memorize more quickly.

6. Auditory representation

The sound of an expression, sound, or more prolonged language series is being designed back in one's mind. When you try to learn how to say something, for instance, talk it first in your head.

7. Keyword method

In the second language, it recalls a new word by (1) defining a familiar word that sounds like or otherwise resembles the new word in the first language and (2) creating easily remembered images of any relationship between the homonym of the first language and the second language's new word. Identifying a common term that students hear, for instance.

8. Elaboration

It applies additional information to previous knowledge, applies different parts of new data to each other, or creates substantive personal relationships with new information. Students apply new knowledge to other concepts of memory, for instance.

9. Transfer

to aid understanding or development, it uses prior linguistic experience or previous skills. Suppose, for instance, the student speaks about something he/she already knows (in English). All he/she has to do in that case is remember the data and try to place it in Bahasa Indonesia.

10. Inferencing

To guess the meaning of new objects, forecast effects, or fill in the missing information, it uses available data. The students think of the whole sense of the expressions, and they can get the meaning of new words.

11. Note-taking

Keywords or concepts are written down while listening or reading in abbreviated verbal, visual, or numerical form. The students, for example, prepare a book to collect all the materials when listening to the segment.

12. Summarizing

Making a mental, oral, or written summary of new data gained by listening or reading.

13. Recombination

By combining new elements in a new manner, it construct a meaningful sentence or more extensive language sequence.

14. Translation

It uses the first language as a framework for a second language and for creating it.

c.) Social Affective Strategies

it is a large grouping that includes either contact with another person or influence over the impact through ideation. They are usually considered applicable to a wide range of activities. These techniques include approaches used by students to control their thoughts, motivation, and attitude to language learning. In learning a language, social-affective techniques are important because language

is used in communication, an communication occurs between individuals. The socio-affective strategies of O'Malley and Chamot are divided into three groups of strategies: asking question, cooperating with others, and empathizing with others.

1. Cooperation

It works to solve a problem with peers, to pool information, to check notes, or to get feedback on a learning activity. Students, for example, work with their friends to discuss choosing a suitable person.

2. Questioning for clarification

it requires additional explanation, rephrasing, or example of language learning problems from a teachers or peers. For example, stuents ask their friends or private teachers for the correct pronunciation.

3. Empathizing with others

It means putting yourself in the role of someone else to understand the point of view of another person. To improve cultural awareness an become mindfulof the thoughts and feeling of others, learners may use social strategies. Affective strategies refer to how learners can minimize their anxieties, control their movement, and how they motivate their learning, based on the description. Social strategies refer to learner's activities involving other people, such as asking questions to their teacher or their colleagues, cooperating with peers, and asking for a correction.

On the other side, Oxford introduced strategies inventory for language learning (SILL). This inventory classifies the general language learning strategies

(LLS) that learners employ to help them learn a new language. These LLS classified into six types, as follows :

a.) *Memorization Strategies*

To more efficiently remember and pass knowledge required for potential language usage, memorization techniques are used. Memorization enable the learners to retain essential memory data obtained from their learning. If the data is needed for future use, these methods allow the students to get the data back. For example, the semantic map of a group of nouns or verbs shows the relationship between the words.

b.) *Cognitive Strategies*

Cognitive strategies help students use all their mechanisms to correctly manipulate the target language or task. These include logic, interpretation, and conclusion. Drills, for instance, are used to learn the language and to identify challenging words using a dictionary.

c.) *Compensation Strategies*

The students employ compensation strategies because of a lack of vocabulary to compensate for the missing information in the target language. Even when the vocabulary is limited, the strategies help students use the language to talk and write in the target language. Using linguistic cues to guess, for example, compensate for their lack of vocabulary.

d.) *Metacognitive Strategies*

by focusing, scheduling, preparing, and assessing their learning, students use metacognitive strategies to organize the learning process. This allows learners to regulate their learning. Students may also plan and adjust what their learning methods should be and whether they are acceptable. For example, overviewing with already known material and deciding in advance on what to pay attention to.

e.) *Affective Strategies*

Affective strategies are tools for helping students to regulate their thoughts, emotions, motivations, and beliefs. Such methods have strong effect on language learning because they help students to control their emotions. Students, for example, may use laughter to relax and celebrate their accomplishment to reward themselves.

f.) *Social Strategies*

Social Strategies are practices in which students seek opportunities to be exposed to an atmosphere in which it is possible to practice. These strategies are important because other individuals are often interested in language learning; it is a social behavior.

Oxford taxonomy of language learning strategies divides these strategies into two main classes, direct and indirect strategies, according to their contribution to the process of language learning. The first class is the direct strategy employed by language learners. Direct strategies include *memorization*, *cognitive*, and *compensation strategies*. Indirect strategies include *metacognitive*, *affective*, and *social strategies*.

D. Learning Speaking Strategy

Speaking is a way of interacting with other people; in monologues or dialogues, it can be achieved. Thus, speaking in human life is important because without interacting with other people, humans can not naturally live. Speaking is a part of everyday life that individuals take for granted. Ten of thousands of words a day are produced by the average individual. Some people, however, such as auctioneers or politicians, may make it even more than natural and integral because people forget how they once struggled to achieve this ability, until they have to learn how to do it all over again in a foreign language ²¹.

Many English students complain that even though they understand English, they do not feel secure enough to engage in a conversation. There are many explanations for this, including the effort to translate student from their native language to English. Due to nervousness, lack of trust, ect., output blocking occurs. Rather than using plain words to explain what it means, the speaker is searching for particular phrase. In or outside the class, there are not enough conversation opportunities. The training for the exam only focuses on grammar, vocabulary, and leave no time for constructive use. To be fluent in speaking English, many individuals whose mother tongue is not English need to learn more.

In learning to speak, several strategies might be useful in improving students' speaking skill, as the research results that conducted by researchers in previous findings, as follows :

²¹ Scott Thornbury, *How to Teach Speaking*. (Essex: Stenton Associates, 2005).

The first one is a *cooperation strategy*. It found that students use this strategy to improve their speaking ability. To improve their ability to communicate, the key point is the activities of the students, especially their English communication practices. According to the result, the students try to ask their peers to help them memorize sentences or vocabularies in speaking skills.

The second strategy is a *memory strategy*. This strategy uses an auditory and visual connection to get some information to make students remember some vocabulary, making them easy to learn to speak. Students watched the movies that used English as the first language and watched a tutorial video about speaking English on YouTube and remembering some vocabularies from the video.

The other strategy that might be effective to use is the *metacognitive strategy*. Students can use this strategy to overcome the difficulties that appeared during their speaking preparation and enhanced their confidence in speaking English.

In brief, there are plenty of strategies that might be useful in speaking learning. Not only has mentioned above, but students can also make the strategy to help them understand and be compatible with their condition. In case each student's condition is different, it is an important way first to understand what kind of strategy they need and enjoy, especially by learning speaking at home. Because they have to learn independently at home, it makes them more flexible in choosing the strategy that might be useful for themselves.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research method, population, sample, instrument of the research, and data analysis technique.

A. Research Design

This research used a descriptive quantitative method to answer the questions of the study. Descriptive quantitative choose due to the study's aim, which is to find out the strategies used by students collected through the questionnaire and the calculation presented in the table.

B. Population and Sample

1. Population

The population of this research were the English Department students in the fifth semester of IAIN Palopo. The researcher chooses the fifth semester based on consideration that they have got enough experience in learning speaking. The total numbers of the population were 152 students.

2. Sample

Sample is part of the population that can represent all of the population. In this case, the researcher used *purposive sampling technique*, which described as a random selection of sampling units within the population segment with the most

information on interest characteristics²². This technique determines the research sample with specific considerations to make the data obtained more representative. In this research, the researcher used a characteristic of choosing the sample, which has good motivation to learn English, especially speaking, so the researcher focused this study on D class. The sample of this research were 30 students from D class.

C. Instrument of the Research

1. Questionnaire

The first instrument on this research was questionnaire. Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent to respond to the questionnaire. For the questionnaire in this research, the researcher used The Strategy Inventory for Language Learning (SILL) to assess the Learners' Language Learning Strategies (LLSs). It was developed by Oxford (1990) that was translated into Bahasa Indonesia and adapted by Muhammad Iksan (2015). Several items were selected as instruments for assessing the learners' language learning strategies in improving their speaking skills. The questionnaire will be accessed by a student from google form. The questionnaire consisted of six parts: (a) remembering more effectively (memory strategies), (b) using mental processes (cognitive strategies), (c) compensating for missing knowledge (compensation strategies), (d) organizing and evaluating

²² Jacqueline M. Guarte and Erniel B. Barrios, 'Estimation Under Purposive Sampling', *Communications in Statistics - Simulation and Computation*, 2006, 277–84
[<https://doi.org/10.1080/03610910600591610>](https://doi.org/10.1080/03610910600591610).

learning (metacognitive strategies), (e) managing emotions (affective strategies), and (f) learning with others (social strategies). The SILL's 5-point scale was ranged from "never" to "always". The overall average indicated how often the learner tended to use the learning strategies in general, while the averages for each part of the SILL showed which strategy group(s) the learner tended to use most frequently.

Table 3.1 Description of the SILL

Category	Total number of item	Items in the questionnaire
Memory strategies	9	1,2,3,4,5,6,7,8,9
Cognitive strategies	14	10,11,12,13,14,15,16,17,18,19,20,21,22,23
Compensation strategies	6	24,25,26,27,28,29
Metacognitive strategies	9	30,31,32,33,34,35,36,37,38
Affective strategies	6	39,40,41,42,43,44
Social strategies	6	45,46,47,48,49,50

2. Interview

This research used a *structured interview*, which is one of the data collection technique where researcher gives the same question to each respondent. In this research, the researcher asked several of the chosen respondents about the reasons of choosing the learning strategies which they have filled in the questionnaire.

D. Procedure of Collecting Data

The Procedure for collecting the data is arranged in the following steps:

1. The researcher explained how to fill the questionnaire.
2. The researcher distributed the link to access the questionnaire.
3. The researcher collected the questionnaire filled by students, analyzed it, and made conclusions as the research results.

E. Technique of Data Analysis

After collecting the data, the researcher analyzed the data with the following steps:

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1. Processed the data gained through questionnaires by using Microsoft Excel.

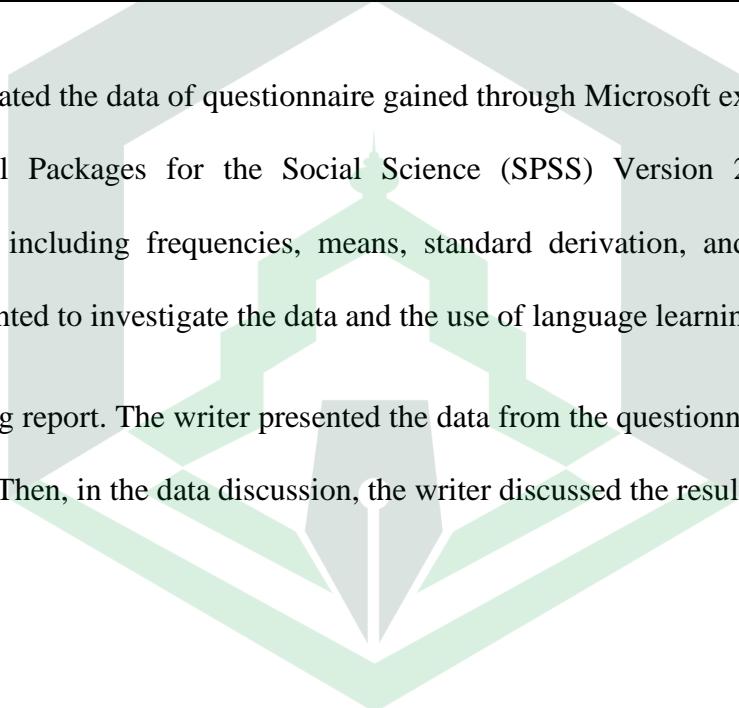
Each of the students' result were tabulated in the following table:

Table 3.2 SILL Worksheet

Part A	Part B	Part C	Part D	Part E	Part F
1...	1...	1...	1...	1...	1...
2...	2...	2...	2...	2...	2...
Etc.	Etc.	Etc.	Etc.	Etc.	Etc.
Sum ...	Sum ...	Sum ...	Sum ...	Sum ...	Sum ...
÷ 9	÷ 14	÷ 6	÷ 9	÷ 6	÷ 6
Dominant LLSs					

2. Calculated the data of questionnaire gained through Microsoft excel through the Statistical Packages for the Social Science (SPSS) Version 20. Descriptive statistics including frequencies, means, standard derivation, and ranking were implemented to investigate the data and the use of language learning strategies.

3. Writing report. The writer presented the data from the questionnaire in the form of table. Then, in the data discussion, the writer discussed the result.



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CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter focuses on presenting the findings of the research based on the result of the questionnaire. In other words, this chapter presents the answer of the research question. Besides, it also presents the discussion based on the related theories to clarify the findings.

As explained in the previous chapter, the researcher used a questionnaire to collect the data, which are grouped into memory strategy(A), cognitive strategy(B), compensation strategy(C), metacognitive strategy(D), affective strategy(E), and social strategy(F).

1. Data Description

The description of the raw data taken from the questionnaire is presented in the table below:

Table 4.1 The Raw Data of the Questionnaire Result

The number of items of the questionnaire	Strategy Category	Never do this	Rarely do this	Sometimes do this	Usually do this	Always do this
1	Mem	1	3	11	9	6
2	Mem	1	8	10	8	3
3	Mem	4	7	11	1	7

The number of items in the questionnaire	Strategy Category	Never do this	Rarely do this	Sometimes do this	Usually do this	Always do this
4	Mem	2	6	8	10	4
5	Mem	6	9	9	1	5
6	Mem	8	13	8	1	-
7	Mem	3	8	9	7	3
8	Mem	-	3	16	8	3
9	Mem	1	7	5	7	10
10	Cog	-	3	8	11	8
11	Cog	-	1	6	13	10
12	Cog	-	-	2	9	19
13	Cog	4	3	9	6	8
14	Cog	2	6	18	4	-
15	Cog	-	2	12	10	6
16	Cog	2	3	15	6	4
17	Cog	3	7	14	3	3
18	Cog	-	4	12	8	6
19	Cog	1	3	8	9	9
20	Cog	1	7	11	7	4
21	Cog	1	6	12	5	6

The number of items in the questionnaire	Strategy Category	Never do this	Rarely do this	Sometimes do this	Usually do this	Always do this
22	Cog	-	1	12	13	4
23	Cog	2	5	15	5	3
24	Comp	1	1	9	8	11
25	Comp	-	3	5	9	13
26	Comp	1	8	8	6	7
27	Comp	1	5	11	10	2
28	Comp	1	3	12	7	7
29	Comp	1	7	7	8	13
30	Meta	-	2	8	5	15
31	Meta	-	2	4	9	15
32	Meta	-	-	2	5	23
33	Meta	-	-	3	7	21
34	Meta	4	4	8	8	6
35	Meta	1	3	9	9	8
36	Meta	4	4	12	8	2
37	Meta	-	-	2	8	20
38	Meta	-	-	3	4	23
39	Aff	-	2	8	8	12

The number of items in the questionnaire	Strategy Category	Never do this	Rarely do this	Sometimes do this	Usually do this	Always do this
40	Aff	1	1	5	12	11
41	Aff	4	7	6	5	8
42	Aff	2	3	6	4	15
43	Aff	14	18	6	2	1
44	Aff	5	10	7	4	4
45	Soc	-	1	6	11	12
46	Soc	11	6	3	3	6
47	Soc	-	1	12	9	8
48	Soc	10	9	6	3	2
49	Soc	-	6	18	5	1
50	Soc	5	5	7	9	4

Mem (Memory strategies); Cog (Cognitive strategies); Comp(Compesation strategies); Meta(Metacognitive strategies); Aff(Affective strategies); Soc(Social strategies)

2. Data Analysis

a. The Result of Language Learning Strategies Used

1.) Memory Strategies

Table 4.2 The Result of Memory Strategies

Strategies	N	Minimum	Maximum	Mean	S.D	Rank
MEM1	30	1	5	3.53	1.04	2
MEM2	30	1	5	3.13	1.04	5
MEM3	30	1	5	3.00	1.33	6
MEM4	30	1	5	3.27	1.14	4
MEM5	30	1	5	2.67	1.32	8
MEM6	30	1	4	2.07	0.82	9
MEM7	30	1	5	2.97	1.15	7
MEM8	30	2	5	3.37	0.80	3
MEM9	30	1	5	3.60	1.27	1

Based on the table above, for memories strategies, the students choose "remember new English words or phrases by remembering their location on the page, on the board, or a street sign" as the most frequent strategy used (MEM9). The least chosen strategy is to "use a flashcard to remember new English words" (MEM6).

2.) Cognitive Strategies

Table 4.3 The Result of Cognitive Strategies

Strategies	N	Minimum	Maximum	Mean	S.D	Rank
COG10	30	2	5	3.80	0.96	3
COG11	30	2	5	4.07	0.82	2
COG12	30	3	5	4.57	0.62	1
COG13	30	1	5	3.37	1.35	8
COG14	30	1	4	2.80	0.76	14
COG15	30	2	5	3.67	0.88	5
COG16	30	1	5	3.23	1.04	10
COG17	30	1	5	2.87	1.07	13
COG18	30	2	5	3.53	0.97	7
COG19	30	1	5	3.73	1.11	4
COG20	30	1	5	3.20	1.06	11
COG21	30	1	5	3.33	0.99	9
COG22	30	2	5	3.67	0.75	6
COG23	30	1	5	3.07	1.01	12

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Based on the result of the cognitive strategies above, it shows that students' most used strategy is "practice the sound of the English words" (COG12). And for the least frequently used strategy is "start a conversation in English" (COG14).

3.) Compensation Strategies

Table 4.4 The Result of Compensation Strategies

Strategies	N	Minimum	Maximum	Mean	S.D	Rank
COMP24	30	1	5	3.90	1.06	3
COMP25	30	2	5	4.07	1.01	1
COMP26	30	1	5	3.33	1.21	5
COMP27	30	1	5	3.23	0.93	6
COMP28	30	1	5	3.53	1.07	4
COMP29	30	1	5	4.03	1.06	2

For compensation strategies, students mostly choose "use gestures" (COMP25). Furthermore, in the least strategy used, they choose "read English without looking up every new word" (COMP27).

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4.) Metacognitive Strategies

Table 4.5 The Result of Metacognitive Strategies

Strategies	N	Minimum	Maximum	Mean	S.D	Rank
META30	30	2	5	4.10	1.02	6
META31	30	2	5	4.27	0.94	5
META32	30	3	5	4.70	0.59	1
META33	30	3	5	4.63	0.61	3
META34	30	1	5	3.27	1.31	8
META35	30	1	5	3.67	1.09	7
META36	30	1	5	2.97	1.09	9
META37	30	3	5	4.57	0.67	4
META38	30	3	5	4.67	0.66	2

As we can see from the table of the metacognitive strategies above, it shows that students tend to use "pay attention when someone is speaking English" (META32). The least strategy used is "look for opportunities to read as much as possible in English" (META36).

5.) Affective Strategies

Table 4.6 The Result of Affective Strategies

Strategies	N	Minimum	Maximum	Mean	S.D	Rank
AFF39	30	2	5	4.00	0.98	2
AFF40	30	1	5	4.03	0.99	1
AFF41	30	1	5	3.20	1.42	4
AFF42	30	1	5	3.90	1.32	3
AFF43	30	1	5	2.00	1.14	6
AFF44	30	1	5	2.73	1.28	5

Based on the table above, for affective strategies, the students mostly use "encourage oneself to speak English" (AFF40) as the frequent strategy used. On the other hand, students choose "write down their feeling in a language learning diary" (AFF43) as the least strategy used.

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6.) Social Strategies

Table 4.7 The Result of Social Strategies

Strategies	N	Minimum	Maximum	Mean	S.D	Rank
SOC45	30	2	5	4.13	0.86	1
SOC46	30	1	5	2.47	1.57	5
SOC47	30	2	5	3.80	0.88	2
SOC48	30	1	5	2.27	1.23	6
SOC49	30	2	5	3.00	0.74	4
SOC50	30	1	5	3.07	1.31	3

For the social strategies, learners prefer to "ask the other person to slow down or say it again" (SOC45) strategy. Furthermore, most students choose "ask for help from the English speaker" (SOC48) as the least strategy used.

Besides the result from each of the strategies category used, the researcher also analyzes the most frequently used strategies from a total of 50 questions, as shown in the table below:

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Table 4.8 The Result of Most Frequently Used Individual Strategies

Strategies	N	Mean	S.D
META32	30	4.70	0.59
META38	30	4.67	0.66
META33	30	4.63	0.61
COG12	30	4.57	0.62
META37	30	4.57	0.67
META31	30	4.27	0.94

The result shows five individual strategies chosen under the metacognitive strategies and one individual strategy chosen under the cognitive strategies. After analyzing the individual strategies used by students, the result of the most frequently used strategies among six groups of language learning strategies will show in the table below:

Table 4.9 The Result of Most Used Strategies Category

Strategies	Mean	SD	Rank
Memory	3.06	0.62	6
Cognitive	3.49	0.48	3
Compensation	3.68	0.62	2
Metacognitive	4.09	0.58	1
Affective	3.31	0.71	4
Social	3.12	0.77	5

From the result above, it can be seen that social and memory language learning strategies are the least frequently used by the students. On the other hand, the highest scores occur in metacognitive strategies, and the second-highest scores occur in compensation strategies. But it shows that students use all of the six categories of strategies in learning speaking skills at home. However, even though the students use all of the LLSs, the frequency of each student in using the LLSs at home are various, as shown in the table below:

Table 4.10 The Result of Students as the Users of LLSs

Respondents	Average Score	Types
R01	2.98	Medium User
R02	3.60	High User
R03	4.32	High User
R04	3.12	Medium User
R05	3.24	Medium User
R06	3.68	High User
R07	3.62	High User
R08	3.22	Medium User
R09	3.40	Medium User
R10	3.82	High User
R11	2.68	Medium User
R12	4.20	High User
R13	2.82	Medium User

Respondents	Average Score	Types
R14	2.84	Medium User
R15	3.50	High User
R16	3.50	High User
R17	3.72	High User
R18	3.24	Medium User
R19	3.26	Medium User
R20	3.56	High User
R21	2.76	Medium User
R22	3.66	High User
R23	4.02	High User
R24	3.64	High User
R25	3.80	High User
R26	4.24	High User
R27	3.60	High User
R28	3.54	High User
R29	3.96	High User
R30	2.88	Medium User
Mean Score		: 3.48 (Medium User)

As shown from the data above, from 30 students who filled the questionnaire, 18 students were classified as high user learners, 12 students were classified as medium users, and none were classified as low users. The mean score,

which is 3.48, shows that students are the medium user of language learning strategies.

B. Discussions

In this subchapter will be discussed about the findings. The findings have shown the result of the strategies used by English Department Students in learning speaking and the students type of user in using the speaking skill strategies.

As stated by Oxford, there are six categories of learning strategies, which are *Memory Strategies*, *Cognitive Strategies*, *Compensation Strategies*, *Metacognitive Strategies*, *Affective Strategies*, and *Social Strategies*. The result from the finding shows that students used all of the six strategies classified by Oxford. Still, metacognitive strategies are the most frequently employed strategies among the other five categories, followed by compensation strategies, cognitive strategies, affective strategies, social strategies, and memory strategies at last.

The popularity of metacognitive strategies were supported with the data on the result, which shows that the mean score of metacognitive strategies is 4.09 and also five individual strategies of metacognitive placed in the six most used strategies from the total of 50 strategies from the questionnaire with the mean score is 4.27 and above. The six frequently used strategy were (1) paying attention when someone is speaking English, (2) thinking about the progress in learning English, (3) trying to find out how to be a better learner of English, (4) practicing the sounds of English, (5) having clear goals for improving the English skills, and (6) noticing the English mistakes and use that information to do better.

The six popular strategies used show that students tend to monitor their learning process and evaluate what and how well they had learned.

Based on the interview with several students about the reason why did they choose metacognitive strategies as the most used learning speaking strategies at home, it found that students are more comfortable to choose their own way of learning and they feel that metacognitive strategies are flexible and suitable for that. They prefer to seek new methods of learning, which according to them can help in improving their speaking skills. Besides that, according to the conditions of this pandemic, their socialization are limited. Therefore they must be able to be independent in learning. That is the reason they prefer to mostly use metacognitive strategies in learning speaking from home.

The other found was the types of students as the user of the LLSs, which showed that English Department students on the fifth semester of IAIN Palopo is the medium user of the LLSs, presented in table 4.10 with the mean score is 3.48 that categorized students as the medium user.

This research's findings were systematically related to the earlier researches about English learning strategies associated with the previous research findings. Among seven of the previous related researches, all of the findings show that the six categories of LLSs were all used by the students. On the other hand, there are also differences between this research's findings and several previous researches.

Wael et al., (2018) ; Itania (2014) have contrast finding with this research. The result shows that students frequently used memory strategies in their learning. It explained that students commonly use imagery and visual connection. The other reason is students think that memory strategies are the straightforward strategies to use. With memory strategies, they can control their speaking design properly. They can memorize a variety of vocabulary quickly, and it makes them easier to talk because they can capture what their friends are talking about. Besides, they can apply the strategy in daily activities, such as watching a movie, and it is easier to remember the vocabulary from the movie that they can use when they are speaking.

Wirawan (2017) ; Gani et al., (2015) ; Iksan & Duriani (2019) ; Iksan & Dirham (2018) ; Solak and Cakir (2015) ; Nisbet et al., (2005) Chayma et al., (2018) have similar finding with this research about the frequently used strategies, which are metacognitive strategies. It showed that metacognitive strategies tend to be popular and the most used strategies by students. Metacognitive strategies categorized as "centering your learning, arranging and planning your learning and evaluating your learning." Metacognitive strategies, therefore, facilitate learners to self-control to their learning process. If they feel what they have planned doesn't work well, they might re-organize according to the best fit. It shows that there is a clear link between being an independent English learner and metacognitive strategies (Manzanares, 1985).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions in the previous chapter, it can be concluded that:

1. The English Department Students on the fifth semester of IAIN Palopo, in the process of learning speaking at home, using all of the learning strategies conducted by Oxford (1990), which are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. But for the most used strategies category were metacognitive strategies with mean score 4.09 followed with compensation strategies in the second place with mean score 3.68, then cognitive strategies with mean score 3.49, affective strategies with mean score 3.31, social strategy with mean score 3.12, and the least used learning strategies were memory strategies with mean score 3.06. Metacognitive strategies became the most popular strategy used; it showed that students tend to arrange and plan their English learning, especially speaking. Nowadays, students have to study at home, so they have to find the best way to keep practicing and learning to develop their speaking skills independently at home.
2. The reason students choose metacognitive strategies are because they feel it as a flexible learning strategies for learning speaking at home. With nowadays condition where the sosialication are limited, students have to become an

independent learner, and they assume that metacognitive are suitable for that because they can arrange and make plan with their own way of learning.

3. The English Department Students on the fifth semester of IAIN Palopo shown as the medium user of the Language Learning Strategies (LLSs). Because, as explained previously, students used all of the learning strategies and also the data shows that the mean score of 30 students in the using of the LLSs is 3.48 which categorized them as the medium user. It means that students keep trying to find a way to practice their speaking skills at home.

B. Suggestions

It is essential to use the various learning strategies in the process of learning a foreign language. Because learning itself is not easy to do, the students can choose the best strategies that fit them well and improve their skills in learning a foreign language, especially learning English. As related to nowadays condition where students have to study at home, they have to keep practicing their English, especially for English department students because they major in English education program, so they have obligations to master English.

The lecturers, especially of the English Education Study Program of IAIN Palopo, have to be more concerned about students' needs. They must know about the students' characteristics in learning English to apply a suitable method for students. Besides, with nowadays conditions where the teaching and learning process is held from home, the lecturers have to monitor the students' learning process and help them overcome their difficulties, give a clear explanation, solution, and example for the learning strategies.

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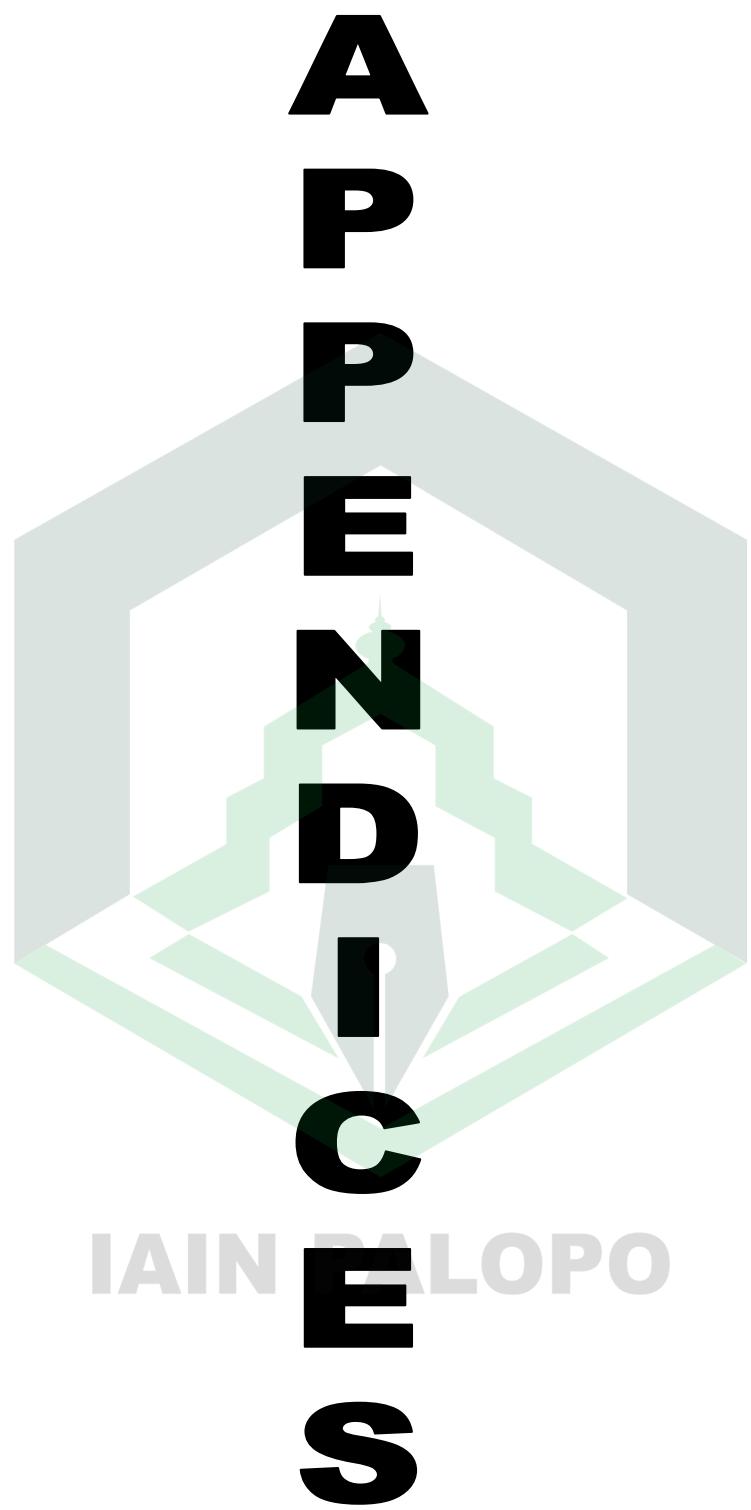
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STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)
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PETUNJUK PENGISIAN

- ✓ Isian STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) ini ditujukan bagi mahasiswa yang mempelajari Bahasa Inggris sebagai bahasa kedua atau bahasa asing.
- ✓ Tentukan pilihan tanggapan anda pada setiap pertanyaan dengan memilih opsi 1, 2, 3, 4, atau 5 yang menunjukkan tingkat kesesuaian diri anda dengan pernyataan yang diberikan dan dihubungkan dengan pembelajaran speaking secara online di rumah, dengan indikator sbb:
 1. **Never** (Tidak pernah atau hampir tidak pernah saya lakukan)
 2. **Rarely** (Jarang saya lakukan)
 3. **Sometimes** (Kadang-kadang saya lakukan)
 4. **Usually** (Biasa saya lakukan)
 5. **Always** (Selalu saya lakukan)

Never berarti pernyataan tersebut sangat jarang anda lakukan.

Rarely berarti pernyataan tersebut anda lakukan kurang dari separuh perkiraan jumlah strategi yang anda lakukan.

Sometimes berarti pernyataan tersebut anda lakukan sekitar separuh dari perkiraan jumlah strategi yang anda lakukan.

Usually berarti pernyataan tersebut anda lakukan sekitar lebih dari separuh perkiraan jumlah strategi yang anda lakukan.

Always berarti pernyataan tersebut selalu anda lakukan.

- ✓ Berikan jawaban berdasarkan seberapa jauh pernyataan tersebut sesuai dengan diri anda.
- ✓ Jangan memilih jawaban berdasarkan fikiran bahwa anda semestinya seperti itu, atau seperti yang orang lain lakukan.
- ✓ Jika ada pertanyaan, sampaikan kepada peneliti.

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)
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1. **Never** (Tidak pernah atau hampir tidak pernah saya lakukan)
2. **Rarely** (Jarang saya lakukan)
3. **Sometimes** (Kadang-kadang saya lakukan)
4. **Usually** (Biasa saya lakukan)
5. **Always** (Selalu saya lakukan)

Bagian A

1. Saya memikirkan hubungan antara apa yang telah saya ketahui dengan hal baru yang saya pelajari dari Bahasa Inggris.
2. Saya menggunakan kata-kata Bahasa Inggris yang baru saya pelajari dalam membuat kalimat sehingga saya dapat mengingatnya.
3. Saya menghubungkan pengucapan kata-kata dalam Bahasa Inggris yang baru saya pelajari dengan sebuah gambar untuk membantu saya mengingat kata-kata tersebut.
4. Saya mengingat kata-kata Bahasa Inggris yang baur saya pelajari dengan cara membuat gambaran situasi dimana saya bisa menggunakan kata-kata tersebut.
5. Saya menggunakan irama untuk mengingat kata-kata Bahasa Inggris yang baru saya pelajari.
6. **Saya menggunakan ‘flash card’ untuk mengingat kata-kata Bahasa Inggris yang baru saya pelajari.**
7. Saya mendemonstrasikan secara fisik kata-kata Bahasa Inggris yang baru saya pelajari.
8. Saya selalu mengulangi pelajaran Bahasa Inggris.
9. Saya mengingat kata-kata Bahasa Inggris yang baru saya pelajari dengan mengingat letak penulisannya di dalam buku pelajaran, di papan tulis, atau di jalan raya.

1. **Never** (Tidak pernah atau hampir tidak pernah saya lakukan)
2. **Rarely** (Jarang saya lakukan)
3. **Sometimes** (Kadang-kadang saya lakukan)
4. **Usually** (Biasa saya lakukan)
5. **Always** (Selalu saya lakukan)

Bagian B

10. Saya mengatakan atau menuliskan kata-kata Bahasa Inggris yang baru saya pelajari beberapa kali.
11. Saya berusaha untuk berbicara seperti penutur asli Bahasa Inggris.
12. Saya berlatih mengucapkan secara benar kata-kata Bahasa Inggris yang baru saya pelajari.
13. Saya menggunakan Bahasa Inggris yang saya ketahui dengan berbagai cara yang berbeda.
14. Saya selalu memulai percakapan dengan menggunakan Bahasa Inggris.
15. Saya menonton program TV atau film berbahasa Inggris.
16. Saya membaca bacaan berbahasa Inggris untuk mencari kesenangan dalam Bahasa Inggris.
17. Saya menulis catatan kecil, pesan, surat atau laporan yang berbahasa Inggris.
18. Saya pertama-tama membaca semua paragraf dengan cepat kemudian kembali lagi membaca dari awal dengan hati-hati.
19. **Saya mencari padanan kata Bahasa Inggris yang baru saya pelajari dengan kata dalam Bahasa Indonesia**
20. Saya mencoba mencari pola Bahasa Inggris
21. Saya mencari arti kata Bahasa Inggris dengan cara memilahnya menjadi beberapa bagian (Adjective, Adverb, Noun, verb) yang saya ketahui.
22. Saya berusaha untuk tidak menerjemahkan kata per kata.

23. Saya membuat ringkasan tentang informasi yang saya dengar atau yang saya baca.

1. **Never** (Tidak pernah atau hampir tidak pernah saya lakukan)
2. **Rarely** (Jarang saya lakukan)
3. **Sometimes** (Kadang-kadang saya lakukan)
4. **Usually** (Biasa saya lakukan)
5. **Always** (Selalu saya lakukan)

Bagian C

24. Saya menggunakan teknik menerka untuk memahami arti kata Bahasa Inggris yang tidak saya ketahui.

25. Ketika saya tidak menemukan kata yang tepat untuk menyampaikan maksud saya saat melakukan percakapan dalam Bahasa Inggris, saya menggunakan bahasa tubuh.

26. Saya mengarang sebuah kata bila tidak tahu padanannya yang tepat dalam Bahasa Inggris.

27. **Saya membaca teks berbahasa Inggris tanpa mencari arti dari setiap kata yang belum saya ketahui.**

28. Saya berusaha menerka apa yang akan selanjutnya dikatakan seseorang dalam Bahasa Inggris.

29. Ketika tidak mengetahui suatu kata dalam Bahasa Inggris, saya menggunakan kata atau frasa yang memiliki arti sama dengan kata yang saya maksud.

Bagian D

30. Saya berusaha mencari sebanyak mungkin cara untuk menggunakan Bahasa Inggris saya.

31. Saya memperhatikan kesalahan saya dalam berbahasa Inggris dan menggunakan informasi tersebut untuk menjadi lebih baik.

32. Saya memperhatikan ketika seseorang sedang berbicara dalam Bahasa Inggris.

33. Saya berusaha mencari tahu cara untuk menjadi seorang pebelajar Bahasa Inggris yang lebih baik.

34. Saya mengatur jadwal saya agar saya memiliki waktu yang cukup untuk belajar Bahasa Inggris.

35. Saya mencari teman yang dapat saya ajak untuk bercakap menggunakan Bahasa Inggris.

36. Saya mencari waktu untuk membaca sebanyak mungkin bacaan berbahasa Inggris.

37. Saya memiliki tujuan yang untuk meningkatkan kemampuan berbahasa Inggris saya.

38. Saya selalu berfikir tentang perkembangan saya dalam mempelajari Bahasa Inggris.

1. **Never** (Tidak pernah atau hampir tidak pernah saya lakukan)
2. **Rarely** (Jarang saya lakukan)
3. **Sometimes** (Kadang-kadang saya lakukan)
4. **Usually** (Biasa saya lakukan)
5. **Always** (Selalu saya lakukan)

Bagian E

39. Saya berusaha untuk tenang ketika saya merasa takut untuk menggunakan Bahasa Inggris.

40. Saya selalu mendorong diri saya untuk berbahasa Inggris bahkan ketika saya merasa takut untuk membuat kesalahan.

41. Saya memuji atau menghادiahikan diri saya sendiri ketika berhasil menggunakan Bahasa Inggris.

42. Saya menyadari bahwa saya merasa tegang atau gugup saat saya belajar atau menggunakan Bahasa Inggris.

43. Saya mencatat semua perasaan saya dalam sebuah catatan harian mengenai pembelajaran bahasa saya.

44. Saya memberitahukan kepada orang lain tentang perasaan saya ketika sedang belajar Bahasa Inggris.

1. **Never** (Tidak pernah atau hampir tidak pernah saya lakukan)
2. **Rarely** (Jarang saya lakukan)
3. **Sometimes** (Kadang-kadang saya lakukan)
4. **Usually** (Biasa saya lakukan)
5. **Always** (Selalu saya lakukan)

Bagian F

45. Jika saya tidak mengerti sesuatu dalam Bahasa Inggris, saya meminta orang tersebut untuk berbicara lebih perlahan atau mengulangi perkataannya.

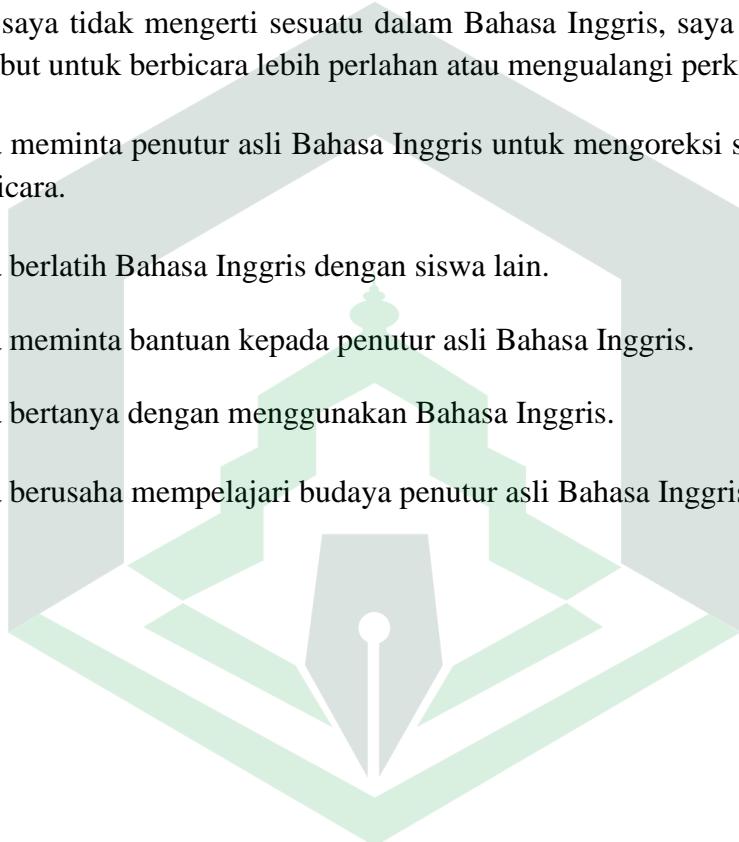
46. Saya meminta penutur asli Bahasa Inggris untuk mengoreksi saya ketika saya berbicara.

47. Saya berlatih Bahasa Inggris dengan siswa lain.

48. Saya meminta bantuan kepada penutur asli Bahasa Inggris.

49. Saya bertanya dengan menggunakan Bahasa Inggris.

50. Saya berusaha mempelajari budaya penutur asli Bahasa Inggris.



IAIN PALOPO

SILL WORKSHEET

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1. ____	10. ____	24. ____	30. ____	39. ____	45. ____	SUM Part A ____
2. ____	11. ____	25. ____	31. ____	40. ____	46. ____	SUM Part B ____
3. ____	12. ____	26. ____	32. ____	41. ____	47. ____	SUM Part C ____
4. ____	13. ____	27. ____	33. ____	42. ____	48. ____	SUM Part D ____
5. ____	14. ____	28. ____	34. ____	43. ____	49. ____	SUM Part E ____
6. ____	15. ____	29. ____	35. ____	44. ____	50. ____	SUM Part F ____
7. ____	16. ____		36. ____			
8. ____	17. ____		37. ____			
9. ____	18. ____		38. ____			
19. ____						
20. ____						
21. ____						
22. ____						
23. ____						
SUM ____	SUM ____	SUM ____	SUM ____	SUM ____	SUM ____	SUM ____
$\div 9 =$ ____	$\div 14 =$ ____	$\div 6 =$ ____	$\div 9 =$ ____	$\div 6 =$ ____	$\div 6 =$ ____	$\div 50 =$ ____
						(Overall Average)

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) In Speaking

PETUNJUK PENGISIAN

- Isian STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) ini ditujukan bagi mahasiswa yang mempelajari Bahasa Inggris sebagai bahasa kedua atau bahasa asing.
- Tentukan pilihan tanggapan anda pada setiap pertanyaan dengan memilih opsi 1, 2, 3, 4, atau 5 yang menunjukkan tingkat kesesuaian diri anda dengan pernyataan yang diberikan dan dihubungkan dengan strategi yang anda gunakan dalam belajar Speaking secara online di rumah, dengan indikator sbb:
 1. Never (Tidak pernah atau hampir tidak pernah saya lakukan)
 2. Rarely (Jarang saya lakukan)
 3. Sometimes (Kadang-kadang saya lakukan)
 4. Usually (Biasa saya lakukan)
 5. Always (Selalu saya lakukan)
- Berikan jawaban berdasarkan seberapa jauh pernyataan tersebut sesuai dengan diri anda.
- Jangan memilih jawaban berdasarkan fikiran bahwa anda semestinya seperti itu, atau seperti yang orang lain lakukan.
- Jika ada pertanyaan, sampaikan kepada peneliti.

Name-Phone Number *

Anisa Zidni Ananda - 082193443974

Bagian A

IAIN PALOPO

1. Saya memikirkan hubungan antara apa yang telah saya ketahui dengan hal baru yang saya pelajari dari Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

2. Saya menggunakan kata-kata Bahasa Inggris yang baru saya pelajari dalam membuat kalimat sehingga saya dapat mengingatnya

- Never
- Rarely
- Sometimes
- Usually
- Always

3. Saya menghubungkan pengucapan kata-kata dalam Bahasa Inggris yang baru saya pelajari dengan sebuah gambar untuk membantu saya mengingat kata-kata tersebut

- Never
- Rarely
- Sometimes
- Usually
- Always

4. Saya mengingat kata-kata Bahasa Inggris yang baru saya pelajari dengan cara membuat gambaran situasi dimana saya bisa menggunakan kata-kata tersebut.

- Never
- Rarely
- Sometimes
- Usually
- Always

5. Saya menggunakan irama untuk mengingat kata-kata Bahasa Inggris yang baru saya pelajari.

- Never
- Rarely
- Sometimes
- Usually
- Always

6. Saya menggunakan 'flash card' untuk mengingat kata-kata Bahasa Inggris yang baru saya pelajari.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

7. Saya mendemonstrasikan secara fisik kata-kata Bahasa Inggris yang baru saya pelajari.

- Never
- Rarely
- Sometimes
- Usually
- Always

8. Saya selalu mengulangi pelajaran Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

9. Saya mengingat kata-kata Bahasa Inggris yang baru saya pelajari dengan mengingat letak penulisannya di dalam buku pelajaran, di papan tulis, atau di jalan raya.

- Never
- Rarely
- Sometimes
- Usually
- Always

Bagian B

10. Saya mengatakan atau menuliskan kata-kata Bahasa Inggris yang baru saya pelajari beberapa kali.

- Never
- Rarely
- Sometimes
- Usually
- Always

11. Saya berusaha untuk berbicara seperti penutur asli Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

12. Saya berlatih mengucapkan secara benar kata-kata Bahasa Inggris yang baru saya pelajari.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

13. Saya menggunakan Bahasa Inggris yang saya ketahui dengan berbagai cara yang berbeda.

- Never
- Rarely
- Sometimes
- Usually
- Always

14. Saya selalu memulai percakapan dengan menggunakan Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

15. Saya menonton program TV atau film berbahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

16. Saya membaca bacaan berbahasa Inggris untuk mencari kesenangan dalam Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

17. Saya menulis catatan kecil, pesan, surat atau laporan yang berbahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

18. Saya pertama-tama membaca semua paragraf dengan cepat kemudian kembali lagi membaca dari awal dengan hati-hati.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

19. Saya mencari padanan kata Bahasa Inggris yang baru saya pelajari dengan kata dalam Bahasa Indonesia

- Never
- Rarely
- Sometimes
- Usually
- Always

20. Saya mencoba mencari pola Bahasa Inggris

- Never
- Rarely
- Sometimes
- Usually
- Always

21. Saya mencari arti kata Bahasa Inggris dengan cara memilahnya menjadi beberapa bagian (Adjective, Adverb, Noun, verb) yang saya ketahui.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

22. Saya berusaha untuk tidak menerjemahkan kata per kata.

- Never
- Rarely
- Sometimes
- Usually
- Always

23. Saya membuat ringkasan tentang informasi yang saya dengar atau yang saya baca.

- Never
- Rarely
- Sometimes
- Usually
- Always

Bagian C

24. Saya menggunakan teknik menerka untuk memahami arti kata Bahasa Inggris yang tidak saya ketahui.

IAIN PALOPO

- Never
- Rarely
- Sometimes
- Usually
- Always

25. Ketika saya tidak menemukan kata yang tepat untuk menyampaikan maksud saya saat melakukan percakapan dalam Bahasa Inggris, saya menggunakan bahasa tubuh.

- Never
- Rarely
- Sometimes
- Usually
- Always

26. Saya mengarang sebuah kata bila tidak tahu padanannya yang tepat dalam Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

27. Saya membaca teks berbahasa Inggris tanpa mencari arti dari setiap kata yang belum saya ketahui.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

28. Saya berusaha menerka apa yang akan selanjutnya dikatakan seseorang dalam Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

29. Ketika tidak mengetahui suatu kata dalam Bahasa Inggris, saya menggunakan kata atau frasa yang memiliki arti sama dengan kata yang saya maksud.

- Never
- Rarely
- Sometimes
- Usually
- Always

Bagian D

IAIN PALOPO

30. Saya berusaha mencari sebanyak mungkin cara untuk menggunakan Bahasa Inggris saya.

- Never
- Rarely
- Sometimes
- Usually
- Always

31. Saya memperhatikan kesalahan saya dalam berbahasa Inggris dan menggunakan informasi tersebut untuk menjadi lebih baik.

- Never
- Rarely
- Sometimes
- Usually
- Always

32. Saya memperhatikan ketika seseorang sedang berbicara dalam Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

33. Saya berusaha mencari tahu cara untuk menjadi seorang pembelajar Bahasa Inggris yang lebih baik.

- Never
- Rarely
- Sometimes
- Usually
- Always

34. Saya mengatur jadwal saya agar saya memiliki waktu yang cukup untuk belajar Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

35. Saya mencari teman yang dapat saya ajak untuk bercakap menggunakan Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

36. Saya mencari waktu untuk membaca sebanyak mungkin bacaan berbahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

37. Saya memiliki tujuan yang untuk meningkatkan kemampuan berbahasa Inggris saya.

- Never
- Rarely
- Sometimes
- Usually
- Always

38. Saya selalu berpikir tentang perkembangan saya dalam mempelajari Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

Bagian E

39. Saya berusaha untuk tenang ketika saya merasa takut untuk menggunakan Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

40. Saya selalu mendorong diri saya untuk berbahasa Inggris bahkan ketika saya merasa takut untuk membuat kesalahan.

- Never
- Rarely
- Sometimes
- Usually
- Always

41. Saya memuji atau menghadiahkan diri saya sendiri ketika berhasil menggunakan Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

IAIN PALOPO

42. Saya menyadari bahwa saya merasa tegang atau gugup saat saya belajar atau menggunakan Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

43. Saya mencatat semua perasaan saya dalam sebuah catatan harian mengenai pembelajaran bahasa saya.

- Never
- Rarely
- Sometimes
- Usually
- Always

44. Saya memberitahukan kepada orang lain tentang perasaan saya ketika sedang belajar Bahasa Inggris.

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- Never
- Rarely
- Sometimes
- Usually
- Always

48. Saya meminta bantuan kepada penutur asli Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

49. Saya bertanya dengan menggunakan Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

50. Saya berusaha mempelajari budaya penutur asli Bahasa Inggris.

- Never
- Rarely
- Sometimes
- Usually
- Always

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INTERVIEW TRANSCRIPTS

A. Question: Berdasarkan hasil dari questionnaire tentang strategi belajar speaking dari rumah, metacognitive strategy menjadi strategi yang paling banyak di gunakan. Metacognitive sendiri merujuk kepada peningkatan kesadaran belajar dengan memantau, merancang, dan merefleksikan proses belajar. Apa alasan anda memilih lebih banyak menggunakan strategi tersebut dalam belajar speaking dari rumah?

B. Answer

Respondent I: Jadi alasanku kenapa pakai strategi metakognitif, karena menurut saya.. eh, itu toh lebih mudah untuk saya. Lebih mudah untuk saya belajar bahasa Inggris karena bisa atur diriku sendiri. Karena lebih saya suka saya temukan caraku sendiri untuk belajar dibandingkan eh.. orang lain yang atur ka begitu. Karena saya yang akan belajar, saya yang berusaha pahami jadi lebih kusuka cari caraku sendiri. Kayak itu yang poin “memperhatikan kesalahan saya dalam belajar bahasa Inggris dengan menggunakan informasi tersebut untuk menjadi lebih baik”, eh seringka kayak misalnya kudapat eh sesuatu dari buku, oh ternyata begini pale yang betulnya, selama ini yang saya bilang salah. Biasa saya terapkan ke diri ku, oh berarti kalau begini ka tidak boleh ka lagi bilang begitu. Terus, selaluka sebenarnya cari cara untuk menjadi seorang pembelajar bahasa Inggris yang lebih baik, dan lewat apa postingan postingan di ig tentang akun-akun bahasa Inggris biasa saya ambil kalau main ig ka. Kulihat lagi ada informasi-informasi atau materi-materi yang bisa berguna untuk saya. Terus eh, ada itu poin

yang saya mengatur jadwal agar saya memiliki waktu yang cukup untuk belajar bahasa inggris, karena kan sibuk ka toh diwarung ka biasa, jadi saya cari sendiri curi curi waktu begitu. Saya siasati dengan itumi dengan baca kayak yang ada bahasa Inggrisnya, even tidak saya tau apa artinya atau tidak pahamka, yang penting saya baca. Paling tidak adalah satu dua kata yang bisa saya serap begitu. Menurutku ini cara yang efektif untuk saya belajar karena, eh waktunya itu lebih fleksibel. Bisaka atur sendiri waktu ku, terus lebih gampang saya cerna begitu.

Respondent II: jadi alasanku pilih metakognitif itu karena selama belajar dari rumah itu lebih sedikit waktu untuk bersosialisasi, jadi haruski pilih sendiri cara ta untuk belajar bahasa Inggris, apalagi speaking. Jadi dari situ metakognitif menurutku yang paling cocok karena sesuai dengan kebutuhanku sebagai mahasiswa bahasa Inggris. Kayak misalnya ada itu poin yang saya selalu berfikir tentang perkembangan saya dalam belajar bahasa Inggris, itu karena ada tujuan yang mauka capai, yaitu tingkatkan speaking ku, makanya kalau tidak perkembangan itu saya selalu cari cara lain lagi dalam belajar yang lebih cocok sama saya.

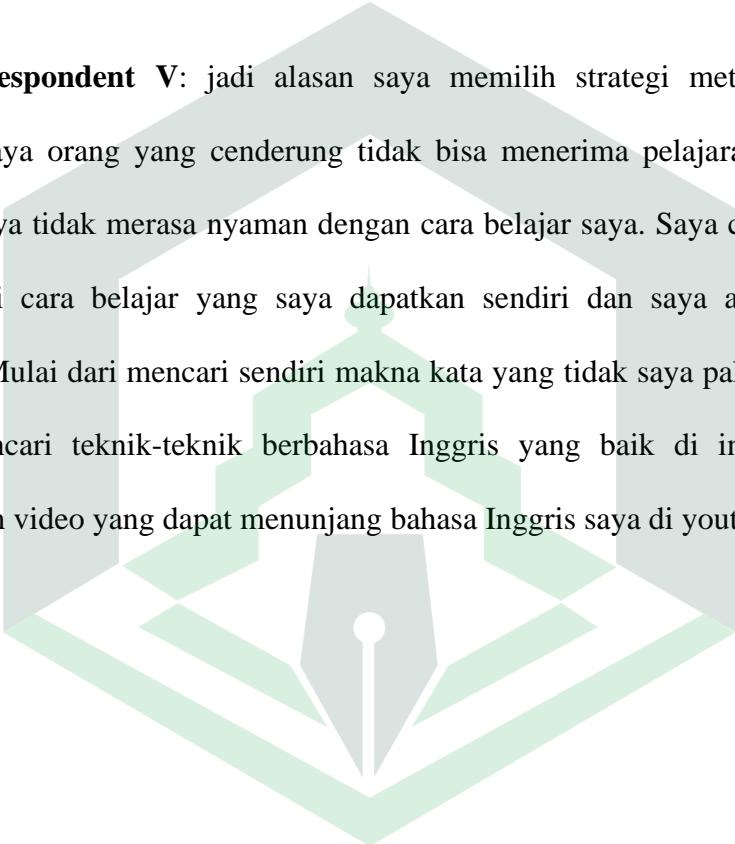
Respondent III: oke jadi perkenalkan nama saya A. Huzni, saya dari kelas Big D semester 5. Jadi eh kenapa saya memilih metode metakognitif karena saya merasa bahwa saya suka untuk mencoba segala cara, mencoba segala metode-metode yang saya fikir cocok untuk saya. Saya suka mencoba hal-hal yang baru. Maka dari itu saya selalu mencari tahu apa yang saya fikir cocok dengan saya. Nah juga em, saya tidak bisa belajar bahasa Inggris secara mownton, maka dari itu saya menggunakan cara metakognitif, karena metakognitif kesannya

lebih fleksibel dan juga eh, lebih ke kognitif. Lebih ke metode belajar yang selain dari, yang kinestetik maksud saya. Maka dari itu saya memilih metode metakognitif. Terimakasih.

Respondent IV: jadi ada beberapa hal atau beberapa alasan saya memilih strategi metakognitif. Yang pertama saya sangat sengang mendengarkan percakapan bahasa Inggris, baik itu ketika dilakukan oleh diri saya sendiri maupun ketika dilakukan oleh orang lain. Karena dari hal tersebut saya bisa melihat ekspresi, saya dapat mendengarkan pronunciation, dan juga saya dapat mempelajari ciri khas dari masing masing orang ketika melakukan percakapan bahasa Inggris. Nah hal ini lebih mempermudah saya untuk mengingat vocabulary, mengingat sentence yang pernah mereka katakan. Berbeda halnya ketika saya hanya melihat teks tanpa melihat ekspresi dan juga mengengarkan pronunciation. Nah yang kedua, eh saya sangat senang mencari metode-metode baru dalam sistem pembelajaran bahasa Inggris. Sebagai contoh, eh saya membuat sebuah akun dimana akun tersebut hanya memfollow kegiatan-kegiatan bahasa Inggris. Atau kegiatan kegiatan yang dapat mengimprove kemampuan saya dalam bahasa Inggris. Hal ini sangat berguna karena sebagian besar waktu saya di zaman online sekarang lebih banyak berselancar di dunia maya, lebih banyak melakukan kegiatan googling, dan sebagainya. Jadi eh meskipun saya melakukan kegiatan bersosial media dalam waktu yang lama, ada hal-hal yang dapat saya pelajari. Walaupun itu hanya sepathah dua kata, tapi itu dapat mengimprove dan juga menambah wawasan saya dalam berbahasa Inggris. Yang ketiga, saya juga selalu berfikir tentang perkembangan saya dalam bahasa Inggris. Bagaimana saya

kedepannya, bagaiman eh bobot saya kedepannya, saya sangat memperhatikan itu, jadi saya selalu mengoreksi hal hal yang keliru pada diri saya. Saya selalu mencari metode-metode baru, mencari hal-hal baru, yang kiranya dapat menambah dan juga memerbaiki kemampuan saya dalam bahasa Inggris. Eh saya rasa sekian, terimakasih.

Respondent V: jadi alasan saya memilih strategi metakognitif yaitu karena saya orang yang cenderung tidak bisa menerima pelajaran dengan baik ketika saya tidak merasa nyaman dengan cara belajar saya. Saya cenderung lebih menyukai cara belajar yang saya dapatkan sendiri dan saya akan mencarinya sendiri. Mulai dari mencari sendiri makna kata yang tidak saya pahami di google, atau mencari teknik-teknik berbahasa Inggris yang baik di internet ataupun menonton video yang dapat menunjang bahasa Inggris saya di youtube.



IAIN PALOPO



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Tahun Akademik : 2020/2021

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Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 23 Desember 2020

Dekan,

Dr. Nurdin K, M.Pd.

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IAIN PALOPO



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Nim : 16 0202 0170
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Desa Kanandede Kec. Rongkong Kab Luwu Utara

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

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Semester	:	IX (sembilan)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 21 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 04 Februari 2021

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IAIN PALOPO

CURRICULUM VITAE



Annisa Febrianti, usually called nisa/ica

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The writer completed her education in

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In the same year, the writer continued her study in State Islamic

Institute of Palopo (IAIN PALOPO) at the Tarbiyah and Teacher Training

Faculty of English Education Study Program. In the final stage of completing

the study, the writer compiles a thesis under the title "An Analysis of English

Department Students' Strategies in Learning Speaking Skills at Home" as a

requirement to obtain the bachelor's degree in the undergraduate program (S1).

In her free time, the writer mostly spend it by watching movie, listening to the

music, reading, and cooking.