Students' Speaking Strategies in English Lesson At Vocational High School of Ma'arif V Kebumen

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Abstract

Speaking strategies play a vital role in enhancing communication skills and promoting meaningful engagement between speakers and their audiences. This research was aimed to investigate the both direct and indirect strategies used by students in order to succeed in their speaking lesson in English subject. The survey design was used in the research. The researcher gathered quantitative, numbered data via one-on-one questionnaires and interviews; and then, statistically analyzed the data to describe trends regarding question responses to answer the research questions. The samples were 60 students at the 12ᵗʰ grade of SMK Ma'arif V Kebumen in the academic year of 2022/2023. The survey revealed that in order to develop their speaking abilities, the students have adopted a number of direct and indirect speaking strategies. These strategies addressed a variety of areas, such as memory, cognition, compensation, metacognition, affective, and social interaction. Direct strategies are those that are explicitly taught to students. These include things like rehearsal, using visual, and using a dictionary. Indirect strategies are those that are not explicitly taught, but that students learn through experience. These include things like using planning, finding a speaking partner, and using humor. The study suggested that a combination of direct and indirect strategies can be effective in improving speaking skills. Teachers should consider using a variety of strategies to help their students improve their speaking skills.

Keywords: Direct strategies, indirect strategies, speaking skills

INTRODUCTION

Speaking is an essential aspect of human communication and plays a crucial role in human's daily lives. There might be several reasons why speaking is important. First, speaking allows individuals to express their thoughts, opinions, and ideas clearly and effectively. It helps them to convey their message accurately and persuasively to others. Second, speaking may build relationship. Communication is a key component of building relationships, and speaking plays a crucial role in this. By speaking effectively, individuals can build strong connections with others, including friends, family, and colleagues. Third, speaking may support professional success. In the workplace, effective communication skills are highly valued. Speaking well can help individuals to advance in their careers, build relationships with colleagues, and communicate effectively with clients and customers. Fourth, speaking can also aid personal growth by

helping individuals to develop their self-confidence and assertiveness. It can also help them to become more socially adept, which can lead to improved relationships with others. Finally, speaking may raise cultural understanding. Speaking can also help individuals to learn about other cultures and understand different perspectives. By speaking to people from different backgrounds, individuals can broaden their horizons and gain a greater understanding of the world around them. To say in short, speaking is an essential skill that plays a vital role in personal, social, and professional contexts. It is important to develop effective speaking skills to succeed in various areas of life. To do that, understanding speaking strategies is necessary one.

There have been some theoretical bases to explain to us about speaking strategies. Schreiber (2018), dual coding theory (DCT) is a cognitive theory that proposes that information is stored in two separate but interconnected systems: a verbal system and a visual-spatial system. The verbal system stores information in the form of words, while the visual-spatial system stores information in the form of images. Another theory, Cameron, L. (2001) introduces the term schemata to facilitate second language learning. Schemata is useful to help learners to understand and remember new information, and to produce more fluent and accurate language. and discusses how schemas are used to organize and understand new information. Giles, H. (1973) also proposed communication accommodation theory which underlines the idea that people adjust (or accommodate) their style of speech to one another while communicating. Doing this helps the message sender gain approval from the receiver, increases efficiency in communication between both parties, and helps the sender maintain a positive social identity.

In addition, Zimmerman, B. J. (2000) explains self-regulated learning theory. The theory emphasizes the role of learners in actively managing their own learning process. Self-regulated learning (SRL) theory posits that learners are not passive recipients of knowledge, but rather active agents who construct their own knowledge through a process of planning, monitoring, and evaluating their learning. Albers, C. J., & Alden, L. E. (2017) provides a meta-analysis of the effects of relaxation techniques on public speaking anxiety. It is believed that relaxation techniques were effective in reducing anxiety and improving speaking performance. The last is the social constructivist theory by Vygotsky, L. S. (1978). The theory explains knowledge is not something that is passively transmitted from teacher to student, but rather something that is actively constructed by learners through their interactions with others. It has been used to develop a number of pedagogical approaches, such as collaborative learning, project-based learning, and problem-based learning. These approaches emphasize the importance of social interaction in the learning process, and they provide learners with opportunities to construct knowledge through their interactions with others.

In Indonesian schools, speaking English is generally taught as a part of the English language curriculum. Students typically start learning English in the elementary school, and continue studying it through their middle and high school. Speaking skills are

usually taught through a combination of classroom instruction, group activities, and individual practice.

In the classroom, teachers often use a communicative approach to teach speaking skills. They provide their students with opportunities to practice using English in real situations, such as role-playing, debates, and discussions. The students are encouraged to express their own opinions, ideas, and feelings, and to engage in meaningful interactions with their peers. Group activities, such as pair work and group discussions, are also common in Indonesian classrooms. These activities provide students with opportunities to practice speaking in a supportive environment, and to receive feedback and guidance from their peers and teachers. In addition to classroom instruction, students may also be encouraged to practice speaking English outside of school. This may involve participating in English language clubs, or using English language learning apps and websites. In short, speaking English is an important part of English language education in Indonesian schools, and students are provided with a variety of opportunities to develop their speaking skills.

Speaking English at SMK Ma'arif V Gombong is taught integratively. Students are required to speak English in their daily. Mentors are provided in order to facilitate students to speak English. Some of the students are even conditioned to live in a boarding to create better learning atmospheres. However, based on the preliminary observation in the study, there were still many students who were in lack of speaking skills. According to the students, they had difficulty to speak English fluently due to some challenges. One of them was fear of making mistakes. Another challenge was vocabulary mastery. The students felt that they had to struggle to expand their English vocabulary, particularly with idiomatic expressions and phrasal verbs. Grammar was also a challenge. Constructing sentences with correct grammar, especially for non-native speakers like them is a hard work to do. On the other hand, understanding grammatical rules, tenses, and sentence structures is crucial for effective communication. Remembering the great challenges that the students have to manage to build their speaking skills and the importance of the skills to succeed somebody's life, it is essential to do a research on speaking strategies in English language learning to identify the common strategies possibly applied to succeed students' learning.

Some related studies have been done previously. Jawad (2018) investigated speaking strategies used by EFL university students. It explores the types of strategies used, their frequency, and the factors influencing their usage. The findings provide insights into the speaking strategies utilized by EFL students and their implications for language learning. Sahin (2019) also made a research entitles "Speaking Strategies and Anxiety Levels of English Language Learners". This research investigates the relationship between speaking strategies and anxiety levels of English language learners. It explores the types of strategies learners employ to manage their speaking anxiety and the impact of anxiety on their speaking performance. The study emphasizes the importance of understanding and addressing speaking anxiety in language classrooms. The third,

Nikoopour (2020) did a research entitles "Exploring Speaking Strategies of ESL Learners in a Problem-Based Learning Environment". The study focuses on the speaking strategies employed by English as a Second Language (ESL) learners in a problem-based learning (PBL) environment. It investigates the types of strategies learners use to engage in spoken interactions, negotiate meaning, and develop their oral proficiency. The findings shed light on the effectiveness of PBL in promoting speaking skills. Another study was done by Mekheimer (2017) entitles "Metacognitive Speaking Strategies in English as a Foreign Language: A Comparative Study". This comparative study explores the metacognitive speaking strategies employed by two groups of English as a Foreign Language (EFL) learners with different proficiency levels. It investigates how learners at different proficiency levels plan, monitor, and evaluate their speaking performance. The research highlights the significance of metacognitive strategies in improving speaking proficiency.

All of the previous studies offer valuable insights into students' speaking strategies, ranging from general language classrooms to specific contexts and learners' characteristics. However, none of them focuses the study on whether the used strategy is direct or indirect. This research tries to see the trends of the learning strategies used by the students in terms of direct and indirect strategy. According to Oxford (1990), there are two categories of learning strategies, namely direct strategies and indirect strategies. Language learning strategies which directly involve the target language are called direct strategies. These strategies include memory, cognitive, and compensation strategies. On the other hand, indirect learning strategies are approaches which indirectly have an effect on learning. Included in the indirect strategies are metacognitive, affective, and social strategies.

METHOD

The research design used for this study is a survey one. In order to describe the attitudes, opinions, behaviors, or features of the population, researchers may use a survey research design, according to Cresswell (2012). This method can be used on a sample of participants or the full community. In this process, a survey researcher gathers quantitative, numbered data via interviews (e.g., one-on-one interviews) or questionnaires (e.g., mailed questionnaires) and statistically analyzes the data to describe trends regarding question responses and to test research questions or hypotheses.

The population of this study was all the 12th graders at SMK Ma'arif V Gombong in the academic year of 2022/2023. This study involved 60 students who were taken as the sample of the research. Population is the amount of individuals or objects that have similar characteristics (Lind *et al*., 2017) while sample is a part or portion of the whole population (Etikan *et al*., 2016). The study looked into how the students use English speaking strategies in their learning. It was done from March to April 2023

Data in this research was collected by using questionnaires and interviews. Brown (2001), stated that questionnaires are any written materials that ask users to respond to a series of questions or assertions by writing up their replies or choosing from preexisting options answers. A questionnaire has a purpose to gather information on the backgrounds, actions, attitudes, or opinions of many people. Close-ended questionnaires by Google form was chosen considering the simplicity. The questionnaire is adopted from SILL (Strategy Inventory for Language Learning) by Oxford (1990) used to know the language learning strategies in speaking. It consists of 28 statements which contains 6 strategies.

Table 1 Distribution of questionnaire items

No	Strategies	Number of items	Total of items
1.	Memory strategies	1-5	5
2.	Cognitive strategies	6-10	5
3.	Compensation strategies	11-15	5
4.	Metacognitive strategies	16-18	3
5.	Affective strategies	19-23	5
6.	Social strategies	24-28	5
	Total		28

Table 1 shows the distribution of speaking strategies used by the students. In order to value each item, scale rating was applied following the procedure as seen in table 2:

Table 2 Likert Scale

Option	Rating
Always (A)	5
Usually (U)	4
Sometimes (S)	3
Rarely (R)	2
Never (N)	1

Table 2 shows the rating scale that the respondents can use to respond each item asked in the questionnaires. The rating starts from 1 to indicate that the respondent never uses a certain strategy. The highest rating was 5 to indicate that the respondent always uses the strategy. Having finished with the likert scale, the researcher counted the central tendency from the students' replies. Then, data was interpreted into five categories for the analysis: very high (80 to 100 percent), high (60 to 79 percent), mediocre (40 to 59 percent), low (20 to 39 percent), and very low (0-19 percent). An interview was also conducted in addition to the questionnaire to support the information obtained from it.

To summarize, several steps were taken in the data analysis process, including scoring the questionnaire, calculating the central tendency (CT), reading the findings, interpreting the data, and coming to a conclusion. The transcripts of the interview data were finished in the interim. After that, English translations from Indonesian were made for the transcriptions. Key details from the interview were then used to substantiate the questionnaire's findings.

FINDINGS AND DISCUSSION

The terms "direct strategies" and "indirect strategies" refer to two different groups of learning strategies, Oxford (1990). The term "direct strategy" refers to language learning techniques that directly use the target language. Memory, cognitive, and compensatory techniques are among these techniques. Indirect learning strategies, on the other hand, are methods that influence learning in a non-direct manner. The metacognitive, emotive, and social strategies fall under the category of indirect strategies. Table 3-8 shows the central tendency of memory strategy, cognitive strategy, compensatory strategy, metacognitive strategy, emotive strategy, and social strategy.

Table 3 The Central Tendency of Memory Strategy

No	Items	N	R	S	U	A	The Number of Participants	CT %	Interpretation
		(1)	(2)	(3)	(4)	(5)			
1	Rehearsal	0	13	29	11	8	60	65.6	High
2	Visualization	3	9	25	15	8	60	65.3	High
3	Chunking	15	17	24	4	0	60	45.6	Medium
4	Association	3	10	21	25	1	60	63.6	High
5	Mnemonic devices	1	14	27	12	6	60	62.6	High
							Average	60.5	High

Table 3 tells that there are five items to indicate that the students have used memory strategy such as rehearsal, visualization, chunking, association, and mnemonic devices. Based on the finding, out of five items, 4 are considered to have high category in use while one is medium. However, in general the students have used memory strategy to learn speaking. The average score of the central tendency is 60.5 which means the use of memory strategy is high category.

Table 4 The Central Tendency of Cognitive Strategy

No	Items	N	R	S	U	A	The Number of Participants	CT %	Interpretation
		(1)	(2)	(3)	(4)	(5)			
1	Organizing information	0	7	18	24	11	60	73	High
2	Summarizing information	4	13	25	15	3	60	60	High
3	Using examples	2	14	22	18	4	60	62.6	High
4	Using visual	0	3	23	21	13	60	74.6	High
5	Using rhetorical devises	0	5	16	30	9	60	74.3	High
							Average	68.9	High

Table 4 shows that there are five items to indicate that the students have applied cognitive strategy like organizing information, summarizing information, using examples, using visual aids, and using rhetorical devices. All five items are considered to have high category in use. The average score of the central tendency for cognitive strategy is 68.9 which means it is high category.

Table 5 The Central Tendency of Compensation Strategy

No	Items	N	R	S	U	A	The Number of Participants	CT %	Interpretation
		(1)	(2)	(3)	(4)	(5)			
1	Circumlocution	0	13	21	17	9	60	67.3	High
2	Paraphrasing	0	9	25	19	7	60	68	High
3	Mime or gesture	0	14	22	18	6	60	65.3	High
4	Using a dictionary	0	3	21	24	12	60	75	High
5	Asking for clarification	0	5	16	33	6	60	73.3	High
							Average	69.7	High

Table 5 tells that there are five items to indicate that the students have used compensation strategy such as circumlocution, paraphrasing, mime or gesture, using a dictionary, and asking for clarification. Based on the finding, all the five items are considered to have high category in use. The average score of the central tendency for compensation strategy is 69.7 which means the use of compensation strategy is high category.

Table 6 The Central Tendency of Metacognitive Strategy

No	Items	N	R	S	U	A	The Number of Participants	CT %	Interpreta-tion
		(1)	(2)	(3)	(4)	(5)			
1	Planning	0	0	7	29	24	60	85.6	Very High
2	Monitoring	0	9	13	29	9	60	72.6	High
3	Evaluating	0	3	22	18	17	60	76.3	High
							Average	78.1	High

Table 6 tells that there are three items to indicate that the students have used metacognitive strategy. The strategy involves planning, monitoring, and evaluating. Based on the finding, out of three items, 2 are considered to have high category in use while one is very high. However, in general the students have used metacognitive strategy to learn speaking. The average score of the central tendency for metacognitive strategy is 78.1 which means high category.

Table 7 The Central Tendency of Affective Strategy

No	Items	N	R	S	U	A	The Number of Participants	CT %	Interpreta-tion
		(1)	(2)	(3)	(4)	(5)			
1	Positive self-talk	0	5	27	18	10	60	71	High
2	Relaxation techniques	5	9	35	7	4	60	58.6	Medium
3	Rewarding yourself	7	14	28	6	5	60	56	Medium
4	Finding a speaking partner	0	3	21	26	10	60	74.3	High
5	Joining a speaking club	0	6	19	31	4	60	71	High
							Average	66.1	High

Table 7 shows that there are five items to indicate the students have used affective strategy like positive self-talk, relaxation techniques, rewarding oneself, finding a speaking partner, and joining a speaking club. The finding proves, out of five items, three are categorized high in use while are mediocre. However, in general the students have used affective strategy to learn speaking. The average score of the central tendency for affective strategy is 66.1 which means high category.

Table 8 The Central Tendency of Social Strategy

No	Items	N	R	S	U	A	The Number of Participants	CT %	Interpreta-tion
		(1)	(2)	(3)	(4)	(5)			
1	Cooperating with others	0	4	16	25	15	60	77	High
2	Asking for help	3	9	25	15	8	60	65.3	High
3	Being aware of the audience	0	14	15	18	13	60	70	High
4	Using humor	0	3	6	26	25	60	84.3	very high
5	Being mindful of the body language	0	4	14	27	15	60	77.6	High
							Average	74.8	High

Table 8 shows that there are five items indicating that the students have used social strategy. This involves cooperating with others, asking for help, being aware of the audience,, using humor, and being mindful of the body language. Based on the finding, out of five items, 4 are considered to have high category in use while one is very high. However, in general the students have used social strategy to learn speaking. The average score of the central tendency is 74.8 which means high category.
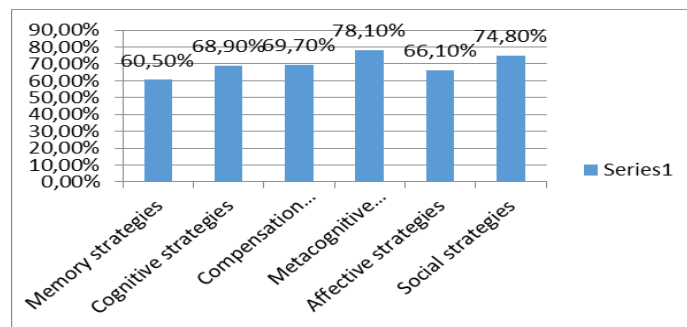

Chart 1 The frequency of uses of each speaking strategies

Chart 1 shows that there are six strategies to have been used by the students in learning speaking. They are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The frequency of use of the strategies from the low category to the highest one are the memory strategies with the central tendency 60.50%, the affective strategies with the central tendency (66.10%), the cognitive strategies with the central tendency 68.90%, the compensation strategies with 69.70%, the metacognitive strategies with the central tendency 78.10%, and the social strategies with the central tendency 74.80%.

The findings explain some theoretical basis why students use the direct and indirect strategies (1990) Oxford proposed. First, the memory strategies help students store and retrieve information from their memory. This is important for speaking because it

allows students to access the vocabulary and grammar they need to communicate effectively. Some common memory strategies include rehearsal, chunking, and mnemonic devices. The theoretical base for memory strategies is the dual-coding theory, which states that information is more easily remembered when it is encoded in both verbal and visual form. For example, a student might use a mnemonic device to remember the order of the months by associating each month with a visual image. Second, the cognitive strategies help students process and understand information. This is important for speaking because it allows students to make sense of what they are saying and to respond appropriately to their interlocutors. Some common cognitive strategies include inferencing, summarization, and problem-solving. The theoretical base for cognitive strategies is the schema theory, which states that we store information in our minds in the form of schemas. Schemas are mental frameworks that help us organize and understand new information. For example, a student might use a schema for a restaurant to understand the conversation they are having with their waiter. Third, the compensation strategies help students overcome challenges in speaking. This is important because no one is perfect at speaking a second language, and there will always be times when we need to use a strategy to compensate for our weaknesses. Some common compensation strategies include circumlocution, using gestures, and asking for help. The theoretical base for compensation strategies is the communication accommodation theory, which states that people adjust their communication in order to be understood by their interlocutors. For example, a student might use circumlocution to describe a concept that they don't know the word for. Fouth, the metacognitive strategies help students manage their own learning. This is important for speaking because it allows students to plan, monitor, and evaluate their own speaking performance. Some common metacognitive strategies include setting goals, self-monitoring, and self-evaluating. The theoretical base for metacognitive strategies is the self-regulated learning theory, which states that learners can improve their performance by becoming more aware of their own learning processes. For example, a student might set a goal to speak for 3 minutes in a conversation. Fifth, the affective strategies help students manage their emotions during speaking. This is important because speaking a second language can be stressful, and it is important to be able to stay calm and focused in order to communicate effectively. Some common affective strategies include relaxation techniques, positive self-talk, and goal-setting. The theoretical base for affective strategies is the anxiety and communication theory, which states that anxiety can interfere with communication. For example, a student might use relaxation techniques to reduce their anxiety before giving a presentation. The last, the social strategies help students interact with others in a communicative setting. This is important for speaking because it allows students to build relationships with their interlocutors and to participate in conversations effectively. Some common social strategies include turn-taking, eye contact, and body language. The theoretical base for social strategies is the social constructivist theory, which states that learning is a social

process. For example, a student might learn how to take turns in a conversation by observing how their peers interact.

Interviews to some students also show how the strategies they used in speaking lesson have helped them acquire a new language like what participant I said:

> " When I learn speaking, I'd love finding friends to be partners. That makes learning more relaxing and learning becomes more enjoyable."

The interview result to participant I proves Albers, C. J., & Alden, L. E. (2017) that relaxation techniques were effective in reducing anxiety and improving speaking performance. When someone doesn't have a friend to learn with; for example, he needs other people in order to make learning effective.

Another student, participant II tells some activities he usually do in speaking:

> "I usually plan my learning because I have a lot of things to do in my days. I don't want to have a lot of trouble in my days. Planning also makes me easier to see what I have done another days. Sometimes I need to evaluate if I have made some progress."

The interview result with participant II proves what Zimmerman, B. J. (2000) explains about self-regulated learning theory. The theory emphasizes the role of learners in actively managing their own learning process. It posits that learners are not passive recipients of knowledge, but rather active agents who construct their own knowledge through a process of planning, monitoring, and evaluating their learning.

CONCLUSION

Based on the findings and discussion, it is concluded that the students at Vocational High School of Ma'arif V Kebumen have used a variety of speaking strategies, both direct and indirect, to improve their speaking skills. These strategies have covered a range of areas, including memory, cognition, compensation, metacognition, affective, and social interaction. Direct strategies are those that are explicitly taught to students. These strategies include things like rehearsal, visualization, association, mnemonic devices, organizing information, summarizing information, using examples, using visual, using rhetorical devices, circumlocution, paraphrasing, gestures, using a dictionary, asking for clarification, planning, monitoring, evaluating, positive self-talk, finding a speaking partner, joining a speaking club, cooperating with others, asking for help, being aware of the audience, using humor, and being mindful of the body language. Indirect strategies are those that are not explicitly taught, but that students learn through experience. These strategies include things like using gestures, pausing for effect, and asking for clarification.

The students in this study found that both direct and indirect strategies were helpful in improving their speaking skills. They reported that direct strategies helped them to improve their memory and pronunciation, while indirect strategies helped them to improve their fluency and confidence. Therefore, study suggested that a combination of direct and indirect strategies can be effective in improving speaking skills. Teachers should consider using a variety of strategies to help their students improve their speaking skills.

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