LEARNING STRATEGIES APPLIED BY SUCCESSFUL EFL LEARNERS IN SPEAKING

*Nurmakfira Mbani [1], Abdul Kamaruddin[2], Mashuri[3], Rofiqoh[4]

[1,2,3,4]English Education Study Program, Teacher Training and Education Faculty
Tadulako University, Palu

*nurmakfira01@gmail.com

ABSTRACT

Research objectives describe what researchers want to achieve through research. This research will apply a qualitative descriptive design. Therefore, to find out the learning strategies applied by successful speaking students, the subjects in this research were students of Tadulako University, Faculty of Teacher Training and Education, class C English Education 2018. This research aims to determine the learning strategies used by successful EFL students in speaking English. The subject of this research is students who get grades B+ to A in speaking four; 15 participants were obtained from DPNA and used the purposive sampling technique, and respondents who had good answers continued to the interview stage. This interview stage uses a snowball sampling research technique. Data collection uses a google forms questionnaire and interviews. As for the strategies, There are five strategies that the researcher obtained through interviews and from the 15 statements in the questionnaire, two strategies became the dominant strategy used. The highest percentage was 2 with 60% results, and other questions were brought from 60%

Keywords: Strategy; Learning; Successful

INTRODUCTION

In the era of globalization, English is the medium of communication. In local and global communication, English is referred to as the international and second languages of other countries. English is still considered a foreign language in Indonesia because it is used in everyday life. Still, people generally use national and traditional languages to communicate with friends, classmates, family members, etc.

Students are recognized as English language learner competence from speaking competence. Speaking skills are very important in the EFL/ESL program. Nunan (1999) and Burkart and Sheppard (2004) argue that the success of language learning is measured by the ability to carry out conversations in the (target) language.

Speaking instruction is important because it helps students acquire EFL speaking skills to speak spontaneously and naturally with native speakers. Furthermore, if appropriate speaking activities are taught in the classroom, speaking can increase students' motivation in general and make the English class a fun and dynamic place (Nunan, 1999 & Celce-Murcia, 2001).

Speaking can support other language skills. Recent research has considered oral interaction an important factor in shaping learners' language development (Gass & Varionis, 1994). In addition, students who are successful in speaking must pay attention to the following things: the first to prepare mentally, increase vocabulary, and increase practice. One of the media used is listening to music or podcasts from native speakers, in addition to reading something, be it a novel or an article in English. looking for something fun can also affect success in learning English.

Regarding this, Brown (2004, p. 172) says that speaking has five components: grammar, word understanding, comprehension, and pronunciation. Students must know these components. In general, English students understand what is said but have difficulty pronouncing it, or even some feel embarrassed when pronouncing the wrong word. Stated by (Heriansyah, 2012).

Based on the data I obtained, 15 of the 30 students of the 2018 C class English study program as research subjects got an excellent speaking score, while the other 15 got an average score. This data was obtained from the DPNA for speaking in a professional context.

METHOD

In this study, researchers collected data using questionnaires and interviews to obtain student information. The questionnaires and interviews were in Indonesian. This made it easier for students to complete questionnaires and answer interview questions in their own words. Data collection instruments are tools used by researchers to make data collection activities more systematic. According to Arikunto (2005), the research instrument is a data collection tool. This means that suggestions are realized in objects such as interviews and questionnaires in this study, and there are procedures used to collect data. Researchers used questionnaires and interviews in person or face-to-face and via telephone to obtain the required data. The purpose

of the questionnaires and interviews is to find out what strategies they use and how they apply these strategies

The researcher used triangulation to analyze the data According to Sugiyono (2012) states that technical triangulation means collecting different data to collect data from the same data source. Researchers simultaneously used participatory observation, in-depth interviews, and documentation for the same data source.

Then, the researchers analyzed the results of the interviews of the six students. In this case, they will use the interview data to support the questionnaire data, especially regarding the learning strategies apply. Therefore, the researchers analyzed the interview data by comparing and contrasting it with other data. After that, the researchers drew conclusions about their learning strategies and how they implemented them.

FINDING

In this section, the researchers present and analyze the questionnaire data and interview questions of research students. The questionnaire comprised 15 statements, and the interview consisted of 3 questions. The number of students who filled out the questionnaire in this study was 15 students of class C 2018 English education study program at Tadulako University. In line with that, the study was conducted on July 7, 2022, for questionnaires and interviews were given on 15-18 July 2022. Furthermore, the results of the questionnaire and student interviews are presented in the following explanation.

DISCUSSION

After analyzing the findings, the researchers found out which learning strategies they used. The data was obtained from student questionnaires and interviews. Based on the statements of the fifteen questionnaires related to the learning strategies used by students who had been distributed in class c of the 2018 English study program through Google Form, "The learning strategies they applied were also beneficial in improving their English language skills. The dominant answer is agreed in some strategies, such as those in the student statement questionnaire. The scale of the data obtained in the questionnaire shows the highest frequency with a percentage of 60% or nine students answered agree with the statement that is "You always repeat the new vocabulary you know, to improve your English skills" and the other statement that is "Applying new vocabulary when you want to practice your English skills.

In addition, the average student who answered agree in a percentage is 60% or nine students who answered agree. In addition, data were also obtained from interviews to find out what strategies they used to develop their English skills. Some of the strategies they use to improve their English language skills are watching movies using English subtitles or a percentage of 100% of the students interviewed, namely 6 students applying the learning strategy as a whole;

besides that, students also use learning applications that can improve their English language skills as shown. 5 out of 6 people use the learning application or 90% of them apply the learning strategy.

The next thing is to find friends to start a chat, like sending messages to friends via WhatsApp using English. All of the interviewed students applied this strategy, that is, there were six who answered agreed if the percentage was 100%. Lastly, talking to yourself, 2 out of 6 students apply this or a percentage of 20%.

A. Watching movie Use English subtitle

Watching movies can be helpful for all these skills (Qiu,2017). (Student 3) If watching movies is scaled with other strategies such as online games, then watch movies with a higher scale number because watching movies can hone 3 skills at once: listening, speaking and reading.

B. Learning app

Yang Soon. G., 2005). Mobile devices do not substitute current learning apps, rather, they function as an expansion for learning with different technologies in specific contexts, but not all learning materials and experiences are appropriate for mobile devices. Learning applications such as Duolinggo or Cake, it also helps because the application features have been determined according to the student's ability level.

(Student 3) For the application, the online game itself can speak English or you can say it directly when playing games such as mobile Legend so that you can play games with English learners when speaking in English. Many students spend 1 or 2 hours playing,

C. Chip chat by WhatsApp

Some studies regarding the use of online voice chatting have been conducted. Baradaran and Khalili (2009) conducted an online voice chatting activity in a speaking class comprising 52 EFL university students. (student 4) We converse with classmates or others who have good speaking by WhatsApp voice notes and conversations using messages, without any basis for any topic. This is also done every day, done continuously.

D. Self – Talk

Self-talk is a conversation that a person carries mentally about self, other, and environments. (Student 2 and student 6) because adjusting the study schedule with friends is a bit difficult, so I use this method more often, namely practicing or talking to myself in front of a mirror or on a vehicle when traveling long distances.

Based on the results of the researchers, there was a unique strategy, but quite a lot of students used it, namely talking for themselves. When they don't have a partner to study with, this strategy can be used like talking in front of a mirror or not a few also talk to themselves when driving their vehicle, they apply this strategy when they want to practice or develop their speaking ability to remember vocabulary or even practice the vocabulary they just got.

E. Learning community

According to Nurhadi (2004), the learning Community method is talking and sharing experiences with others and collaborating to create better learning than studying alone. Based on the interview, the researcher asked, "What is applied and the methods applied in the learning community group? (Student 2) Besides being able to add friends in the learning community, there are also challenges so that students don't get bored when studying. More input is also given in the learning community, such as learning strategies. What they often use, how to make effective learning and results, namely appropriate input and output, often get new vocabulary and practice using vocabulary.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researchers conclude on EFL students at Tadulako University in the English language study program. Based on subject interview data, the strategy of learning to speak in English is a strategy that is often applied, namely watching movies using English subtitles and followed by learning strategies, namely App learning and playing conversations while watching movies, Self-talk, learning community the last is practising with other people by chatting send voice notes contained in the WhatsApp feature, they argue that watching movies using English subtitles also increases their vocabulary and can find out the pronunciation of foreign words that they don't know, in this case, the strategy above is watching movies, and learning Apps, playing conversations while watching movies, and finally having a dialogue with friends on WhatsApp, but this strategy itself has problems, namely time adjustments.

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