

A STUDY ON SPEAKING STRATEGIES USED BY ENGLISH STUDY PROGRAM STUDENTS OF FKIP UNIVERSITAS RIAU

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Abstract: *Speaking is communication occurs when the listener can provide the speaker's response after the listener understands the message conveyed. The objective of this descriptive research was to describe the students' Speaking Strategies Used by English Study Program, Universitas Riau. The population of this research was the fourth year students of English study program of FKIP Universitas Riau of 2022/2023 academic year. The whole number of the population is about 119 students. Due to the large population which is consisting of 3 classes, the cluster random sampling technique is used. One of the classes is taken as the sample as many as 39 students. This research design used descriptive-quantitative method as the research data approach. There were 20 items in the questionnaire. The adopted from SILL questionnaire (Strategy Inventory for Language Learning) version 7.0 is used to collect the data. The questionnaire were collected through Google Form. The collected data were analyzed by using Microsoft excel. The findings of this study revealed that the student tent to use social strategies with average score of 3.90 (classified as high level), In short, it can be inferred that the students' strategy in speaking English is mostly used is a social strategy. It was very important to practice every day with lowering his anxiety and more cooperating with himself. The suggestion is it would be better if they also can use the other strategies which are appropriate to their tasks, difficulties and learning objectives. Then, hopefully students can improve their English by using more language learning strategies in their learning to help learning easier, and enjoyable.*

Key Words: *Speaking, Language Learning Strategies, English Study Program*

STUDI STRATEGI BERBICARA YANG DIGUNAKAN MAHASISWA PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Berbicara adalah komunikasi terjadi ketika pendengar dapat memberikan tanggapan pembicara setelah pendengar memahami pesan yang disampaikan. Tujuan dari penelitian deskriptif ini adalah untuk mendeskripsikan Strategi Berbicara Mahasiswa yang Digunakan oleh Program Studi Bahasa Inggris, Universitas Riau. Populasi penelitian ini adalah mahasiswa tahun keempat program studi Bahasa Inggris FKIP Universitas Riau tahun ajaran 2022/2023. Seluruh jumlah populasi adalah sekitar 119 siswa. Karena populasi yang besar yang terdiri dari 3 kelas, maka digunakan teknik cluster random sampling. Salah satu kelas diambil sebagai sampel sebanyak 39 siswa. Rancangan penelitian ini menggunakan metode deskriptif-kuantitatif sebagai pendekatan data penelitian. Ada 20 item dalam kuesioner. Kuesioner yang diadopsi dari SILL (Strategy Inventory for Language Learning) versi 7.0 digunakan untuk mengumpulkan data. Kuesioner dikumpulkan melalui Google Form. Data yang terkumpul dianalisis dengan menggunakan Microsoft excel. Temuan penelitian ini mengungkapkan bahwa tenda siswa menggunakan strategi sosial dengan skor rata-rata 3,90 (diklasifikasikan sebagai tingkat tinggi), Singkatnya, dapat disimpulkan bahwa strategi siswa dalam berbicara bahasa Inggris yang paling banyak digunakan adalah strategi sosial. Sangat penting untuk berlatih setiap hari dengan menurunkan kecemasannya dan lebih banyak bekerja sama dengan dirinya sendiri. Sarannya adalah sebaiknya mereka juga dapat menggunakan strategi lain yang sesuai dengan tugas, kesulitan dan tujuan pembelajaran mereka. Kemudian, semoga siswa dapat meningkatkan bahasa Inggris mereka dengan menggunakan lebih banyak strategi pembelajaran bahasa dalam pembelajaran mereka untuk membantu belajar lebih mudah, dan menyenangkan.

Kata Kunci: Sikap, Membaca, Sikap Membaca, Survei

INTRODUCTION

Speaking is one of the most necessary skills to be developed and improved as a means of effective communication. Speaking skill is considered one of the most complicated aspects of language learning (Ahmad Kashmiri, 2020). According to Prasetyaningrum et al., (2020), speaking is a communication in which the speaker and the interlocutor need to consider the importance of thoughts during a conversation, ideas are used to emphasize that someone has felt something or is following up on something. Therefore, cooperation between speaker and audience occurs when they deliver. For this situation, they need to understand each other's verbally communicated relationship.

In addition, Baron (2020) pointed that students ought to concentrate on those parts of speaking to form into powerful communicators. In this situation, students ought to zero in on dominating those parts of speaking, while at the same time fostering their ability to speak. It turns into the English educator's responsibility to lay out wonderful, captivating, and dynamic English activities for students, especially in every speaking activity to impart trust in them to speak. Moreover, Malihah (2010) states that the conservative and shy students may take a long time to speak confidently, but when they do, they will make fewer mistakes and be proud of their English skills. Therefore, not all students dare to share their language skills. Because the type of each student is different, conservative students will think about the better one, talk a lot with lots of mistakes, or consider more with better results. It can answer when the purpose of speaking is stated clearly, namely to build meaningful communication. In this case, encouraging learners to speak as much as possible to convey the message of communication is more important than letting them think about the grammar rules they use.

In addition, Malihah (2010, p. 87) also suggests that a recent trend is that students who are less engaged in the subject matter are less motivated to speak. In addition, many students have to overcome psychological barriers before they are ready to speak a foreign language. Some students feel uncomfortable when they have to speak in class situations because there is always an audience. As Rao (2019) states that our goal in language learning is to communicate with others, mainly native speakers. For this reason, education and learning should emphasize helping students communicate in English, including spoken and written English, to cope with activities in daily life. In addition, Firenza & Effendi, (2022) said that speaking competencies must push the scholar to exercise each time as they can. Therefore, we can know how good our skills are if we practice everyday. Most of the English department students are often afraid to speak English. They are always scared to practice speaking skills even though they are English students.

The purpose of the research is to find out the speaking strategies of the fourth-year students of the English Study Program of FKIP Universitas Riau. The researcher took the fourth-year students as a sample because speaking is one of their subject, a course especially in the first, second and third semester, and whether this lesson was inherent in their understanding. Hopefully, with this research, students will have a better ability of speaking.

RESEARCH METHODOLOGY

This research was conducted in December 2022 at English Study Program of FKIP Universitas Riau. This research employs a quantitative approach. The research was conducted to the fourth-year students of the English Study Program of Universitas Riau. The population of fourth-year students of the English Study Program of Universitas Riau, there were 119 students which consisted of three classes there were 3A, 3B, and 3C. This research used clustering random sampling. The sample of this research was class 3A and the total number of students was thirty-nine. To obtain the data for this research, the writer gave close-ended questionnaire to students. There are 20 items to answer the questions which consist of six strategies; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, social strategies. It takes around 2 weeks to collected the questionnaire. The test was given to students in Google Form. The data were calculated by using Microsoft Excel.

RESULT AND DISCUSSION

RESULT

In this study to answer the research question, the researcher presents the results obtained by calculating the average of each part. Data analysis takes the form of descriptive analysis. Then, the study's analysis was based on data collected from the questionnaire.

The first part discussed students' responses to the speaking strategies used by English Department Students. There were two topics related to research, namely: direct strategies of students used in speaking consists of 10 questions, and indirect strategies of students used in speaking consists of 10 questions. The first topic was statements that are related to the direct speaking strategies that are used by English Department Students. These are 3 categories in direct strategies, memory strategies, cognitive strategies, compensation strategies. The second topic was statements that are related to the indirect speaking strategies that are used by English Department Students. These are 3 categories in indirect strategies, metacognitive strategies, affective strategies, social strategies.

As shows the descriptive statistical results of the speaking strategies by English Department Students. The results reveal that English Department Students of Universitas Riau use speaking strategies at a high level. There is one strategy at a medium level. It means that all categories in direct strategies are almost used by students. Then, for indirect strategies at a high level too. So, there is only one strategy that got a medium level.

Table 1 Recapitulation of student questionnaire

Strategies	Average	Rank
Social Strategies	3.90	High
Compensation Strategies	3.85	High
Memory Strategies	3.61	High
Metacognitive Strategies	3.55	High
Affective Strategies	3.33	Medium
Cognitive Strategies	3.20	Medium

Based on the table above, all strategies are classified from high to medium ranks. According to the table, the most strategies used by the fourth-year of English Study Program students the first takes place is social strategies with average score of 3.90, compensation strategies with average score of 3.85, memory strategies with average score of 3.61, metacognitive strategies with average score of 3.55, affective strategies with average score of 3.33, and cognitive strategies with average score of 3.20. In short, it can be inferred that the students' strategy in speaking English is mostly used is a social strategy. That means the students need someone to improve and practice their speaking ability. It was very important to practice every day with lowering his anxiety and more cooperating with himself.

DISCUSSION

This research was conducted by distributing questionnaires through google form via WhatsApp group. The questionnaire consisted of 20 statement items related to the use of speaking strategies, and had five answer choices, namely always, often, sometimes, seldom, and never. The number of respondents in this study amounted to 39 people.

The most often strategies used by the student is social strategies with average score of 3.90 and compensation strategies with average score of 3.85. For each item number is social strategy got a high ranks. Then, for the lowest score is affective strategy with average score of 3.55 and cognitive strategy with average score of 3.20.

Zhou & Feng, (2021) also state that social strategies can make students cooperating with others and developing cultural understanding. So, the student must practice speaking. Furthermore, Volya (2009) reported that the strategies used were speaking with friends, speaking with English teacher, trying to find English speaker, and talking to themselves in English, taking English course, making dialogues, listening English music, and watching English movie, those strategies were perceived, believed, regarded, though and considered differently by the students.

Then, students mostly already practice all speaking strategies, therefore both direct and indirect strategies have a high rank for all statements. To sum up, as has been discussed in the previous part, the writer tried to find out the answer to the question related to the speaking strategies used by English Department Students. The mostly

speaking strategies used by students are social strategies, compensation strategy, memory strategies, metacognitive strategy, affective strategy, and the last cognitive strategy.

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

After conducting this research, the aim of this research is to find out the speaking strategies of the fourth-year students of the English Study Program of Universitas Riau. This research found that in general, students' responses on the social strategies with an average 3.90 and compensation strategies with average 3.85 are mostly used by the students. Then, medium rank is affective strategies with an average 3.33 and cognitive strategy with an average 3.20. Therefore, the best strategy for students is interaction with others in order to make their speaking much better than before. In addition, for other strategies is categorized into high level. Memory strategies with an average 3.61 and metacognitive with an average 3.55. These strategies are usually used by students to make their speaking practice more effective.

In conclusion, the research reveals that students already practice their speaking skills but in real situations they still do not try to interact with others. Therefore, it does not improve their speaking skills not improvement. Nonetheless, students need more practice to improve their speaking, especially in the interaction with other people.

RECOMMENDATIONS

Firstly, there are many strategies that students can use to encourage their ability. The important thing that you must have to do is practice and practice. Then, the students can choose the best strategies depending on their capability. The strategies used by English Department students when they speak English and improve their speaking ability, namely direct strategies (memory, cognitive, and compensation strategy) and indirect strategies (metacognitive, affective, social strategy).

Secondly, as this present study only focuses on the population of the English Language Education Department 2019 batch, hopefully, the next study can continue this research on the English Study Program to all batches. Thus, it can get more varied data and it can improve speaking skills by the students of the English Department.

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