

LEARNING STRATEGIES USED BY HIGH ACHIEVERS IN SPEAKING CLASS IN ENGLISH EDUCATION DEPARTMENT OF NUSANTARA PGRI KEDIRI UNIVERSITY IN THE ACADEMIC YEAR 2021/2022

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ABSTRACT

Learning strategies in speaking skill means technique that learners employ to enhance their speaking ability. There are two learning strategies include Direct Strategies (Memory, Cognitive, and Compensation) and Indirect Strategies (Metacognitive, Affective and Social). Students use these learning strategies to increase their speaking ability. Sometimes students feel difficult and afraid to practice their speaking because they have few vocabularies, so they are confused about what to speak. To solve students' problems in speaking they need to use learning strategies appropriate with them. This study aims at answering the following questions. (1) What kind of learning strategies used by the high achievers, (2) How do the high achievers use the speaking learning strategies. The learning strategies used by the high achievers are direct strategy. Place new words or expression that has been heard into a meaningful context. Practice or saying the same thing several times. Record themselves so they can hear and compare their own voices with a native speaker's voice. Recombining involves constructing a meaningful sentence or longer expression by putting together known elements in new ways. Practice speaking with other people in natural setting provides interactive. Asking someone for help in a conversation. The speaking lecturer can give assignments that can improve students' learning strategies especially in speaking skill.

KEYWORDS: *speaking skill, learning strategies, high achievers*

1.0 INTRODUCTION

Speaking is regarded as the most crucial of the four key language abilities that must be mastered successfully when learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (Nunan, 1991, p. 39). In addition, Patel and Jain (2008, p. 29) state that “the primary functions of language are communication, self-expression, and thinking”. However, learning to speak a foreign language is a difficult ability to acquire. Learners consider speaking to be the most difficult skill to master since it requires both courage and preparation to talk fluently in a foreign language. Regarding this, Brown (2004, p. 172) says speaking has five components namely: grammar, vocabulary,



comprehension, fluency and pronunciation. These components must be understood by students.

Students can use a variety of learning strategies to improve their speaking fluency, such as listening to English songs, watching English movies, practicing with their friends, and so on. Learners' strategies appear to be the cause of their success in studying speaking. This is proved by the study conducted by Jundiai, M., et.al (2014) who investigated strategies of learning speaking skill by Senior High School EFL learners in Indonesia. According to the findings, the two groups of students used all eleven approach categories at significantly different levels of intensity, with the successful learners employing them more frequently. Students can choose from a variety of strategies depending on their needs. Students' learning strategies are intended to aid them, particularly in learning to speak.

Furthermore, several scholars have described the nature of learning strategies. Oxford (1990:1) defines learning strategies as steps used by learners to improve their own learning. Besides, Noonan (1999:171) defines learning strategies as the mental and communicative procedures learners use in order to learn and use language. Then, there are also some experts who admit learning strategies give significant effect in learning. As stated by Wended and Rubin (cited in Pineda 2010: 96) language learning strategies are plans, routines, and operations that are used by learners in facilitating the obtaining, storage, retrieval, and use of information.

Learning strategies may become important determinants of a student's achievement. They may have a high or low speaking performance as a result of the strategies they adopt and use. Furthermore, many students who have spent a significant amount of time studying speaking have failed to master it. These occurrences correspond to what researcher discovered in the field. Many students were successful, while others were unsuccessful. Furthermore, speaking is crucial since it is a talent that allows people to grasp what is being said. Because they have been learning English for several years and will have many performances connected to oral skill at colleges, students in higher education are expected to have good speaking abilities. However, their ability to communicate is still limited. Some components of speaking performance are harder for them to achieve.

2.0 REVIEW OF LITERATURE

2.1 Learning and Learning Strategies

Learning is conceptual framework that describes systematic procedure in organizing experience to achieve specific learning object and serves as a guide for learning and the crier proclaimed and teacher in implementing the learning activities. That statements means learning as role to teacher in the class or that is to guide learning activities (Winataraputra in Sugiyanto, 2008).

The process of how communications English speaking is communicated by language learning methodologies. These have evolved into a key component of language learning. All language learners employ language learning strategies during the course of their studies. When learning a language, EFL students use a variety of different learning methodologies. The actions or procedures that a learner chooses and uses, whether consciously or unconsciously, to understand the target language or facilitate a language task are known as learning strategies. As stated by Chamot (1987, cited in Macaro, 2001: 17) he defines Learning Strategies as techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. Learners consciously choose from a variety of options in order to increase their chances of success in reaching their language learning and usage objectives. When completing activities and processing new information, language learners purposefully use

language learning strategies. They can understand more clearly and quickly thanks to these techniques. Consequently, employing effective language learning strategies are essential for learning a new language. In order to learn effectively, students must utilize learning strategies when learning to speak. When learning to talk, they must practice all of their speaking methods, particularly the learning strategy theory forward by Oxford in 1990.

2.2 Oxford's Classification of Learning Strategy

This study uses Oxford's theory of learning strategies. In her book entitled "Learning Strategy: what every teacher should know" in 1990. She explains more about learning strategies. According to Oxford (1990) learning strategies are divided into six strategy groups, those are direct strategy which are further divided into; memory strategies, cognitive strategies, comprehension strategies, and indirect strategy which are further divided into social strategies, affective strategies and metacognitive.

1) Direct Strategy

Direct strategy makes a direct contribution to language learning. These activities entail mental language processing such as monitoring, guessing, and clarification. Meanwhile, indirect strategies such as generating opportunities for practice, which did not contribute directly but were involved in language learning, were used. Direct strategies engage with the learners' actual real-life actions when they practice their English. These are divided into three categories: First and foremost, there's the memory strategy. This strategy has to do with how students remember words. Second, there's the cognitive strategy. This strategy has to do with how pupils approach their studies. Finally, there's the compensation strategy. When students practice speaking, they might use this strategy to compensate for their lack of expertise.

a). Memory Strategy

Memory strategies are methods for making it easier to recall new information. These strategies assist learners in storing new information and skills in memory so that they can retrieve them later when needed. According to Oxford (1990) memory strategies comprise four sets of learning strategies such as; creating mental linkages, applying images and sounds, reviewing well, and employing action.

b). Cognitive Strategy

According to Oxford (1990) cognitive strategies are built up of four sets of learning strategies such as; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. These strategies are necessary for both comprehension and production in the new language. These cover taking notes, summarizing, and highlighting.

c). Compensation Strategy

Oxford (1990) compensation strategies are classified into the strategies of guessing intelligently depending on different types of clues like the linguistic ones and overcoming limitations in speaking and writing.

2) Indirect Strategy

The term "indirect strategy" refers to language learning support and management that does not directly involve the target language. This entails linguistic management processing. Set up a learning plan, control feelings, and include learning by engaging with others, for example. Indirect strategies are those that deal with their learning's actual management. These are divided into three categories: To begin, there



are metacognitive strategies. These strategies have to do with how students manage their own education. Affective strategies are the second type of strategy. These strategies are based on how students are feeling. Finally, there are societal strategies to consider. These complex strategy learning through interaction with others.

a). Metacognitive Strategy

Metacognitive strategies are those that go beyond, alongside, or in conjunction with cognitive strategies. These strategies go beyond solely cognitive gadgets to give learners a mechanism to coordinate their learning process, which includes cognition planning, accessing and employing cognition resources, and assessing the process. According to Oxford (1990) metacognitive strategies are divided into three set of strategies such as centering the learning, arranging and planning the learning and evaluating the learning.

b.) Affective Strategy

Emotions, attitudes, motivation, and values are all examples of affective strategies. One of the most important factors influencing language acquisition success or failure is the learners' emotive side. These three causes include reducing anxiety, motivating ourselves, and assessing our mental state. According to Oxford (1990) there are three groups of learning strategies are included under the label affective language learning strategies.

c). Societal Strategy

In the language acquisition process, social strategies include engaging in relationships with other people. Learners, EFL teachers, and native speakers of the target language are all possible candidates. Social strategies are built on the idea that learning is a social event, which holds true for language learning as well. According to Oxford (1990) social strategies cover three sets of learning strategies such as asking question, cooperating and empathizing with others.

2.3 Speaking

According to Finegan (1996:15) speaking is to observe of human being engaged in a conversation it to witness several kinds of communication, it means that every people need to speak in relationship with the other person because they life in the social area. School is also social area because the student is not only one. There are many students studying, so they have to speak in order to communication each order. But speaking is different from listening, reading, or writing. It is thinking what wishes to say, choosing the right words from our vocabulary, putting the words in the paper grammatical framework, communicating the feeling we have, and so on. Speaking is producing movements: moments of the rib cage, the vocal cords, and the mouth (Smith, Anne: 2009).

However, there are some concepts of speaking that have been explained such as Nunan (2003: 48) (cited in Mart, 2012: 91) speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. Besides, according to Bailey (2000) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. In a slightly different statement, Brown (2004: 140) points out that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. Students learn how to organize thoughts, structure sentences, and communicate language in spoken form with clear pronunciation and understandability in speaking. They must also learn how to communicate the meaning of the language in the situation in which they are speaking.

a. Basic Types of Speaking

According to Brown (2003: 141) there are five basic types of speaking:

- 1) Imitation
Imitation is purely phonetic level of oral production, a number of prosodies, lexical, and grammatical properties of language may be included in the criterion skill.
- 2) Intensive
Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
- 3) Responsive
Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt.
- 4) Interactive
Interactive is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participant. Interaction can take the two forms of transactional language, which has the purpose of exchange specific information.
- 5) Extensive (monologue)
Extensive (monologue) include speech, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

b. Micro and Macro-Skills of Speaking

These are micro and micro-skills of speaking stated by Brown (2004:142 143).

1. Micro-skills

- a. Produce differences among English phones and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word clauses (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
- i. Produce speech in natural constituent: in appropriate phrases, pause groups, breath groups and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

2. Macro skill

- a. Appropriately accomplish communicative functions according to situations, participants and goals.
- b. Use appropriate styles, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor-keeping and-yielding, interrupting and other sociolinguistic features in face-to-face conversations.



- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization and exemplification.
- d. Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

3.0 METHOD

This is descriptive qualitative research in which the data were obtained from speaking class students of English Department of Nusantara PGRI Kediri. They were interviewed and observed to see what learning strategies they usually use to learn speaking skill. Qualitative research seeks to understand a phenomenon and depth of understanding rather than a numeric analysis of data (Ary, 2010: 29). So, by using qualitative research, the researcher can describe life-worlds and to contribute to a better understanding of social realities and to draw attention to processes easily. According to Creswell (2012: 16) qualitative is defined as an inquiry process of understanding a social or human problem based on building complex, holistic picture formed with words, reporting detail views of information's and conducted in a natural setting. In other side, the researcher also knows that there are several research designs that can guide and enable the researcher to obtain data. One of them is descriptive qualitative research. According to Ary (2010: 454) states that case studies can answer descriptive questions (what happened) or attempt to explain why something happened by looking at a process. They are particularistic (focused on a particular phenomenon, situation, or event), descriptive (providing as an end result a thick rich description), and heuristic (focused on providing new insights). It means qualitative research involve natural approach to the students and describe some facts systematically and factually.

4.0 FINDINGS

1. What kind of learning strategies are used by high achievers in speaking class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022?

According to the table above, student 1 employed three memory strategies: using new English words in sentences, using flashcards to help them remember new phrases, and physically acting out new words. Student 2 employed two different types of strategies: they physically acted out new English words and used rhymes to help them recall new vocabulary. Additionally, student 3 only employed one strategy a new English term in a phrase.

Student 1 applied all of the cognitive strategies, which include using new English words repeatedly, trying to speak like a native English speaker, practicing English sounds, using English words in various contexts, and beginning conversations in English. Student 2 solely employed two types of strategies: trying to speak like English native speakers and repeatedly saying or writing new English words. And student number three employed four different types of learning strategies, including repeating new English terms out loud or in writing, trying to speak like a native English speaker, practicing English pronunciation, and beginning

conversations in the language.

In compensation strategies, students 1 and 3 used a variety of learning strategies to improve their speaking skills. These strategies included using gestures while speaking, making up new words, attempting to understand what the other person was saying, using a word or phrase that meant the same thing, and attempting to use English in as many different contexts as possible. While student 2 only employs two strategies, try to infer what the other person is saying and respond with a similar-sounding word or phrase.

All of the high achievers employed the same four metacognitive strategies: paying attention when someone speaks English, looking for conversation partners, having specific speaking skill improvement goals, and reflecting on their English language learning progress. The same learning strategies relax, encourage oneself to speak English, and chat to someone about how it feels to learn English were employed by students 1 and 2 in Affective Strategies to improve their speaking abilities. While student 3 use a variety of learning strategies, including relaxation, encouraging oneself to speak English, rewarding oneself, noticing when one is anxious or nervous, and talking to someone about how one is feeling while learning English

The same strategies that student 1 and Student 2 employed in Social Strategies were to ask the person taking the order, practice English with the student taking the order, and ask questions in English. Student 3 uses just two learning strategies to improve her speaking skills: asking an English speaker to correct her when she speaks and seeking assistance from an English speaker.

2. How do the high achievers use the speaking learning strategies in speaking class in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022?

The researcher learned the outcomes of the high achievers use of learning strategies to improve their speaking abilities through the interview that was conducted. Memory strategies, cognitive and compensation strategies, metacognitive strategies, affective strategies, and social strategies are the different categories of learning strategies that high achievers adopt. Below are the descriptions:

A. Memory Strategies

1. Reviewing Well

All three of the high level students effectively used reviewing to improve their speaking skills. In the interview regarding the application of these strategies, students 1 and 2 stated that after learning a new set of English vocabulary words, they would practice them right away, take a break, and then practice the words again an hour, two hours, and so on until they had truly memorized the words and their meanings. Student 3 is an exception; after practicing the words, how they sound, and how to pronounce them, she inserted the word into a context or recombined it into a sentence so she could recall the words and their meaning right away.

2. Using Memory Strategies for Retrieval

Not all three of the high achievers used this strategy to improve their speaking abilities. Student 2 is the only one that used this strategy, and you can see him or her using it here. She created the assumption that "kursi" was composed of liquid when she learnt new words, such as the English for "kursi" (cairan/cair - Indonesian), in order to remember it more easily. This is because, in her opinion, the pronunciation and spelling of "cair" and "chair" are nearly identical.



B. Cognitive Strategies

1. Repeating

This strategy was used in a variety of ways; each student used it in a different way. Student 1 used this strategy by listening to music or a recording, imitating the pronunciation, and repeating the process if the word was unclear until she truly understood what she had learnt. Student two used this strategy by repeating new words aloud in the same way each time in order to make them habitual. When reading a book, student 3 repeatedly repeated a specific phrase or sentence.

2. Using Resource for Receiving or Sending Message

High achievers virtually always use this strategy in the same way. They typically used printed or electronic dictionaries when they were having issues explaining anything or expressing themselves. While they checked up "Oxford" (printed or electronic) when they had trouble pronouncing a word or sentence. Additionally, they asked of other people, such as their friends or their lecturer.

C. Compensation Strategies

1. Switching to the Mother Tongue

Each time they spouted English, all high achievers nearly used the same application of this approach. Because she didn't know how to say "bakso" in English, student 1, for example, remarked, "I ate bakso this morning"

2. Getting Help

This strategy was employed by all high achievers when learning how to talk. For instance, a student once asked her friend or the professor for help when she was unsure of the meaning of a phrase or sentence. Student 2 asked her friend/lecturer, although she typically asked her uncle because he taught English.

3. Using Mine or Gesture

Student numbers 1, 2, and 3 mostly always used the mine or gesture strategy. For example, a student who didn't yet know how to say "open the door, please" mimes opening a door while pointing at it in the hopes that the other person will understand what she means and do the same.

4. Using Synonym

Student 3 is the only high achievers who uses this strategy; she typically does so when she doesn't know the appropriate English word. For instance, she referred to "a thing you dry your hands on" when she couldn't pronounce "towel" in English.

D. Metacognitive Strategies

1. Paying Attention

This approach is used with high achievers. The three students used this strategy by paying attention to what others (lecturer, native speaker, trusted resources) said and then copying the pronunciation, rhymes, etc.

2. Seeking Practice Opportunity

The high achievers used this learning strategy when they visited Bali the previous year. They visited many tourist destinations in Bali and spoke with numerous visitors from

all over the world, including those from America, Europe, and Australia, who spoke English as their primary language. With the traveler, the students undoubtedly got some English practice. They discussed a wide range of topics, including education, society, and culture. This was really beneficial for everyone wanting to learn English, not just students.

3. Self-evaluation

Student 1 is the only one who used this strategy. Student 1 used this strategy by recording her own speech and comparing the recorded sound to that of a native speaker. While students in grades 2 and 3 practiced speaking in front of a mirror while addressing others, introducing them, and describing objects. If they thought there was something missing, they would start over and repeat the entire speech until they were satisfied.

E. Affective Strategies

1. Using Progressing Relaxation, Deep Breathing, or Meditation

The only student to use this strategy out of the three high achievers was student number two. Student 2 does deep breathing exercises to calm herself down whenever she feels anxious about speaking in front of the class.

2. Using Music

This strategy was actually used by students 1 and 3. They first listened to music to help them relax before they began practicing speaking.

3. Rewarding

Student 1 uses this strategy, however students 2&3 do not. Student 1 rewarded herself by eating her favorite food after each successful presentation in class. Student 2 enjoyed a movie in the theater as a reward.

F. Social Strategies

1. Asking for Correction

Only one student out of all the others uses this strategy, and that student is number 2. The example was when she asked for her lecture to be rectified because her lecturer seemed surprised by what she said or made mistakes. She finds this strategy to be quite beneficial for improving her speaking confidence.

2. Cooperation with Peers

These high achievers all use this strategy. Fortunately, students 1, 2, and 3 in this study are in the same class and frequently work together to form study groups. Automatically, they worked on their communication skills. When someone messed up, someone else solved it. This strategy was quite helpful for improving their communication skills.

5.0 DISCUSSION

1. Learning strategies in speaking used by high achievers in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

There were six different learning strategies that were used by high achievers: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. It is supported by Prado & Plourde (2005) that there are



hundreds learning strategies in speaking skill available to help students with their comprehension at different levels. The high achievers employed three memory strategies: using new English words in sentences, memorizing new English phrases using flashcards, and physically acting out new English words.

High achievers employed five cognitive strategies in this course: they said new English words aloud or in writing several times; attempted to speak like English native speakers; practiced the English sounds; used the English words in various contexts; and began an English discussion. The same thing occurred with compensation strategies; high achievers used five different learning strategies to improve their speaking skills. These strategies included gesturing while speaking, making up new words, trying to guess what the other person was saying, using a word or phrase that meant the same thing, and trying to use English in as many different contexts as possible.

In terms of metacognitive strategies, the high achievers employed four strategies: paying attention while English is being spoken, seeking out conversation partners, setting specific speaking goals, and reflecting on their English language learning progress. The high achievers employed five different types of affective learning strategies, including relaxation, motivating oneself to speak English, rewarding oneself, noticing when one is tense or nervous, and talking to someone about how one is feeling when learning English. The high achievers employed three strategies for the final strategy, social strategies, including asking the other person a question, speaking English with another student, and asking questions in English.

From the explanation above, the writer could conclude that the high achievers used all kinds of learning strategies to enhance their speaking ability. According to previous study by Sofyan A. Gani, Dian Fajrina & Rizaldy Hanifa (2014) in their thesis with the title "Students' Learning Strategies for Developing Speaking Ability", they agreed that students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills.

2. The application of learning strategies in speaking used by high achievers in English Education Department of Nusantara PGRI Kediri University in the Academic year 2021/2022.

Memory strategies, cognitive and compensation strategies, metacognitive strategies, affective strategies, and social strategies are the different categories of learning strategies that high achievers adopt. High achievers used two memory strategies: using memory strategies for retrieval and reviewing well. The high achievers used two strategies in Cognitive Strategies: repeating and using resources for receiving or sending messages. High achievers in Compensation Strategies utilize strategies such as Switching to the Mother Tongue, Getting Help, Using Mime or Gesture, and Using Synonym. High achievers also used three metacognitive strategies, including paying attention, seeking opportunities for practice and self-evaluation. High achievers used strategies including progressive relaxation, deep breathing, meditation, using music, and rewarding to improve their speaking skills in Affective Strategies. The last strategy used by high achievers was social strategies, but they used cooperating with peers and asking for correction. These provide as explanations.

6.0 CONCLUSION

High achievers applied two strategies, Review Well and Using Memory Strategies for Retrieval. Every student has their own application to each learning strategy in memory strategies. The high achievers in Cognitive Strategies use two strategies: repetition and using

resources for receiving or sending messages. High achievers use four strategies in compensation strategies: switching to the mother tongue, asking for assistance, using mime or gesture, and using synonyms. The high achievers used three strategies for metacognitive strategies: paying attention, looking for practice opportunities, and self-evaluation. High achievers use affective strategies such as progressive relaxation, deep breathing, meditation, music, and rewards to improve their speaking skills. They used Asking for Correction and Cooperating with Peers in Social Strategies.

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