



Individual Student Strategies in Speaking Skill in Online Learning at Muhammadiyah University of Bengkulu

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Abstract

The objective of this research is to know and describe about what are individual students strategies in speaking in online learning at Muhammadiyah University of Bengkulu. The design of this research was qualitative study because this research was conducted to know about what are individual students' strategies in speaking in online learning at Muhammadiyah University of Bengkulu. The instruments of this research were video, questionnaire and interview. The result of this research is they used memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Keywords: *individual student strategies, speaking skill, online learning, learning strategies*

Abstrak

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh mahasiswa pada mata kuliah speaking dalam pembelajaran online di Universitas Muhammadiyah Bengkulu. Penelitian ini merupakan penelitian kualitatif, dimana penelitian ini dilakukan untuk mengetahui strategi apa yang digunakan siswa secara individu. Instrumen yang digunakan adalah video, kuestioner dan interview. Hasil dari penelitian ini adalah mahasiswa menggunakan strategi memori, strategi kognitif, strategi metakognitif, strategi efektif dan strategi sosial.

Kata Kunci: *Strategi Siswa Secara Individu, Keterampilan Berbicara, Pembelajaran Online, Strategi Pembelajaran.*

Introduction

Since March 2020, the government has decided to conduct online learning. This is due to the Covid19 pandemic which allows students and everyone to carry out activities as usual as well and also the teaching and learning process. It has changed learning process, from the conventional into digital interaction, (Saputri et al., 2020), Therefore, students are encouraged to return to their respective homes and the learning process is carried out online so that learning process is still going on even during a pandemic. Learn to speak English is easy to do if it is face to face so that between lecturers and students can interact directly. But if the learning process is carried out online, this requires a special way or strategy so the students are able to understand the material. The use of language learning strategies was important to improve the student's awareness and teacher teaching skills. The use of language learning strategies could help the English teacher in teaching the students. The language learning strategies would help the students to achieve the goal of learning a language, especially English (Sugiartha, 2021). Various strategies also help the students to be able to Master English easily, (Novitasari & Wardhani, 2018).

Speaking is one of the important points that must be mastered by someone in mastering English. For example, someone who has good speaking skills, he can travel around the world easily. Since English is the language spoken all over the world, it is a key skill that must be possessed. Based on the curriculum, speaking is one of the four basic competencies that English students must have well. It has an important role in communication and has to be mastered by students in learning English. If students want to have the ability to speak fluently, then they must be able to pronounce it correctly by continuing to practice. To make it easier to learn speaking, there are several strategies that students can use to improve speaking skill. They are : (a) memory strategy; (b) cognitive strategy; (c) metacognitive strategy; (d) compensation strategy; (e) affective strategy; and (f) social strategy (Alfian, 2021).

Online learning is learning process that uses gadgets and can be done anywhere, anytime, and by anyone so that the learning process continues even though they are far apart. Online learning of course has advantages and disadvantages. The disadvantages of online learning are limited interaction with friends and teachers, limited media, and technology in certain areas. And the

advantages, of course, will feel easier and more practical, can be done anywhere and anytime if the facilities are sufficient. Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, and with any means, (Cojocariu et al., 2014)

Learning to speak is better if it is done directly so that lecturers and speakers can interact directly. If a student makes a mistake, the lecturer can immediately reprimand and then correct it. But due to the current global pandemic, the government requires students to study individually at home. So that the learning process continues, learning is carried out online. But if speaking learning is done by online, it will cause problems or difficulties for students in improving their speaking skills. Students need several individual online learning strategies to help to improv their ability, especially in speaking skills. Therefore, the researcher would to know about what were strategies should be applied by students in learning speaking online. This aims to make it easier for students to learn to speak in online learning process.

The purpose of speaking is for communication. Communication can be function not only as tool of interaction with other people but also media to solve all problems faced by them. Undoubtedly, speaking skill is the most difficult skill to understand among other skills such as listening, writing, and reading. According to (Prabawa, 2016) (Wijaya, 2018) speaking is difficult thing, moreover English as a foreign language. Speaking is no doubt the hardest skill to understand. Speaking is one of the skills that has to be mastered by students in learning English. Speaking skills are the communication skills that a person has in expressing the thoughts he wants to convey to the other person. It is very important language to ESL/EFL when they enroll for a foreign language course, (Mohammed & Mohammed, 2021). The communication process aims to convey an idea to others to get a response to the information submitted. Learning to speak is to train students to speak a good and correct language, even complex abilities that involve factors, namely in learning readiness, thinking readiness, vocabulary selection, motivation and guidance. This speaking activity conveys messages or meanings in the form of ideas for verbal transactions. (Venkateswara, U. & John, 2021) stated that there are many things that can be

done by students to make the speaking ability understandable;

- (1) Pronunciation: the way for students to produce language when they are speaking.
- (2) Grammar: the students arrange correct sentences in conversation both oral and written.
- (3) Vocabulary: the knowledge of words meaning.
- (4) Fluency: the ability to speak communicatively, confident, and accurate.
- (5) Comprehension: an ability to acknowledge, process stretches of discourse, and representation of the sentences meaning.

Speaking is an interactive process for constructing meaning that involves producing, receiving, and announcing information. There are several factors that cause problems in speaking to students, the first factor is poor reading habits, unequal participation, practice of speaking English both inside and outside the classroom, and confusion in grammar application (Sayuri, 2016). Student interaction plays an important role in the classroom because students are able to improve their speaking skills in a classroom setting.

Learning Speaking Strategies

There are several strategies that students can use to improve speaking skills. This research used the theory of speaking learning strategy that proposed by (Oxford, 1990). They are memory, Meta cognitive, compensation, and the cognitive, affective and social strategy.

1. **Memory Strategies:** Memory strategies are strategies used to remember more effectively, to retrieve and transfer the information needed for later language use. Memorization can help students to retain in memory important information gathered from their learning. When information is needed for future use, this strategy can help students retrieve information. Memory strategies involve creating mental linkages, applying images and sounds, reviewing well, and employing action.
2. **Cognitive Strategies:** Cognitive strategies are strategies used to assist students in manipulating the target language, interlocutors and tasks correctly by using all their processes. This strategy includes reasoning, analysis, and drawing conclusions (Kummin et al., 2020). This strategy consists of several sets, such as

practicing, receiving and sending messages, analyzing and reasoning, and creating for input and output. For example, use a dictionary to find words that are difficult for them.

3. **Metacognitive Strategies:** Metacognitive strategies are used by students to help them coordinate the learning process by centralizing, organizing, plan, and evaluate their learning. This helps students to control their own learning, students will also be able to plan what learning strategies should be and change them if they are not appropriate. For example, reviewing with known material and deciding in advance what to pay attention to.
4. **Compensation Strategy:** A compensation strategy is used by students to compensate for the lost knowledge in the target language due to lack of vocabulary. Compensation strategies are a strategy that helps the learners for either comprehension or producing to overcome knowledge in the target language. This strategy allows students to use the language to speak and write in the target language even when their vocabulary is limited. For example, the use of linguistic clues to guess the meaning or by creating words for the use of linguistic clues to guess compensates for their lack of vocabulary.
5. **Affective Strategies:** Affective strategies are techniques to assist students in controlling their emotions, attitudes, motivations and values. These strategies have a very strong influence on learning English because they allow students to regulate their feelings. For example, students can use crying for their sadness, relax and self-praise to reward themselves.
6. **Social Strategy:** social strategy is an activity that students do to see opportunities to be exposed to the environment in which practice may be carried out. This strategy is important because language learning always involves other people, it is a form of social behavior. For example, asking for understanding or facts and working with peers or target language speakers including native speakers and native speakers to improve their language skills. The students should be able to choose strategies they need in learning and analyze which strategies that gives better effect on

their own learning. Learning strategies plays important role in learning process (Mega et al., 2019) (Yulianti, 2018).

Online Learning

During the Covid-19 pandemic, the teaching and learning process must be carried out online or e-learning because the government does not recommend all schools and campuses to conduct face-to-face learning directly. This of course requires students and lecturers to be able to take advantage of various online applications for the learning process to speak English so that the learning objectives to be achieved can be achieved appropriately. Currently, there are many applications that can be accessed for free to support a good learning process aimed at learning such as zoom, google meet, and so on. websites designed for online learning such as Teacher's Room, Quipper, or even websites from universities designed specifically for online learning such as Kelaskito. While social media that are often used for learning purposes include telegram, whatsapp, instagram, youtube and so on. They supposed that those ways were effective enough to deliver learning materials, interact with their students and achieve learning goals, (Hardiyanty & Perdana, 2021)

Electronic learning system or online learning can be defined as a form of information technology applied in education. Online learning environments recently have gained many importances for many reasons, (Mohammed & Mohammed, 2021). Because it relies on assistance teachers are represented in overcoming obstacles in front of students. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students.

This electronic learning system is in the form of a website that can be accessed anywhere and anytime. "Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means, (Cojocariu, V.-M., Lazar, I., Nedeff, V., & Lazar, 2014).

The learning environment using the internet has changed the way people learn, as well as students. Learn, discuss, and sharing that usually occurs in face-to-face learning is treated

differently in online learning. To communicate virtually during the learning outcomes, teachers and students use online platforms, (Pravat Kumar Jena, 2020). Online learning is the basis and logical consequence of the development of information and communication technology. In the implementation of online learning, the existence of online learning supporting applications is one of the things that is very necessary. Online applications are media that help lecturers in the process of learning English so that the learning process can continue to take place more easily.

METHOD

The design of this research was qualitative study. The subject of this research was 25 second semester students, who are following online learning at English Education Study Program at Muhammadiyah University of Bengkulu in the Academic Year 2020/2021. The instruments of this research were analysis video, questionnaire and interview. The questionnaire is of Likert-type. The data were collected by these following steps: the researcher contact the chairperson in each class to get the number of students, the researcher asked the chairperson to collect the link of video within 2 days, the researcher asked for the cell phone numbers of all class members to the chairperson, the researcher analyzed the video and conducted interviews based on the questionnaire. While The data in this research were analyzed by these following steps: the researcher watched the video from students and identify it one by one, the researcher analyzed the video based on questionnaire, the researcher did the interview by chat with students, the researchers made and describe the results and discussion based on the respondents' answers, the researcher made the conclusion of this research.

FINDING AND DISCUSION

Findings

From the research that has been done, the researchers found that there were several strategies of students in speaking skill when the process of learning English online. The data collection was carried out on September, 02 2021.

Table 1.1 The Result

No	Item	Frequency
1	Memory	15
2	Cognitive	14

3	Compensation	17
4	Metacognitive	16
5	Affective	15
6	Social	10

Based on table above, there are six strategies in speaking in online learning, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Based on video analysis and interviews, the researcher found that there are 15 students using memory strategies, 14 students using cognitive strategies, 17 students using compensation strategies, 16 students using metacognitive strategies, 15 students using affective strategies, and 10 students using social strategies. The objective of the research is to find out individual student strategies in speaking in online learning at Muhammadiyah University of Bengkulu

Discussion

In discussion section, the researcher presents more detail of the data that had been collected. All of the data had found would be consulted to the theories which serves as guideline to conducting this research. This research used the theory of speaking learning strategy that proposed by Oxford (1990) about there are six speaking learning strategies, namely is memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, affective strategies, and social strategies.

First memory strategy. From 22 students, researcher found that only 14 students choose this strategy in speaking on online learning. This occur because students associate new English vocabulary sounds with pictures to help remember new vocabulary in online learning.

Second cognitive strategy. From 22 students, the researcher found that only 14 students choose this strategy in speaking online learning. This happend because students when learning to speak independently, students try to speak like native English speakers.

Third compensation strategy. The researcher found that 17 students used this strategy. From six strategy, the researcher found that this strategy is the highest strategy that used by second semester students in English study program. This happened because students conclude the learning material use their own language to make it easier for them to understand the material.

Fourth metacognitive strategy. From 22 students, the researcher found that 16 students choose this strategy in speaking online learning.

This occur because students try to use English in online learning and pay attention to whoever is speaking in English.

Fifth affective strategy. From 22 students, the researcher found that 15 students choose this strategy in speaking online learning. This happened because trying to speak English even though they are afraid of making mistakes.

The last is social strategy. From 22 students, the researcher found that only 10 students choose this strategy in speaking online learning. This is the smallest strategy used by students. This happened because in online learning, students learn individually and interact less with other people.

CONCLUSION

Based on previous analysis, individual student strategies in speaking in online learning at second semester students there are 14 students using memory strategies, 14 students using cognitive strategies, 17 students using compensation strategies, 16 students using metacognitive strategies, 15 students using affective strategies, and 10 students using social strategies. Meanwhile, the most dominant strategy is compensation strategy which has 17 students. And the least used strategy is social strategy, which is 10 students.

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