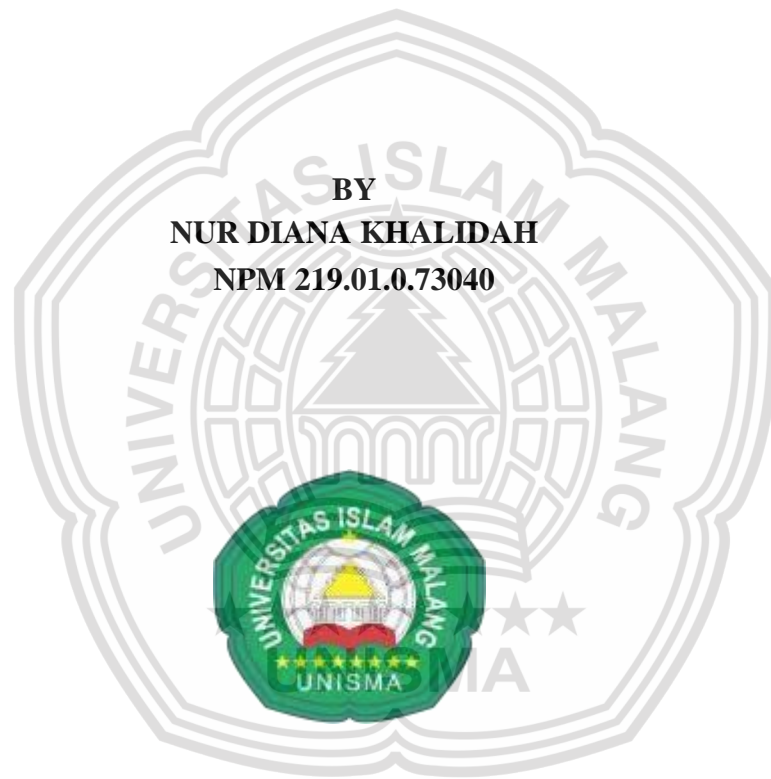# WHAT SPEAKING STRATEGIES ARE USED BY HIGH-PROFICIENT EFL STUDENTS? A CASE STUDY

SKRIPSI

BY
NUR DIANA KHALIDAH
NPM 219.01.0.73040

UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
FEBRUARY 2023

WHAT SPEAKING STRATEGIES ARE USED BY HIGH-PROFICIENT EFL STUDENTS? A CASE STUDY

SKRIPSI
Presented to
Faculty of Teacher Training and Education
University of Islam Malang
in partial fulfillment of the requirements for the degree of
***Sarjana* in English Language Education**

BY
NUR DIANA KHALIDAH
NPM 219.01.0.73040

UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
FEBRUARY 2023

ABSTRACT

Khalidah, Nur Diana. 2023. *What Speaking Strategies are Used by High-Proficient EFL Students? A Case Study.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dzurriyyatun Ni'mah,S.S., M.Pd. Advisor II: Febti Ismiatun,S.Pd., M.Pd.

Keywords: speaking strategies, high-proficient student, private university

Extensive research on language learning strategies has been performed. However, little has been known about the strategy implemented by students with high proficiency situated at a private university. Talking about speaking skills being the most important language, through speaking we can express our expressions, our self-image, our knowledge, and our perception of our environment. Besides, many successful careers depend on how competently and effectively you use speaking. Using a case study design, this research aimed to investigate the speaking strategies used by high-proficient EFL students. The study was carried out in the English Education department of a private university in Malang. It involved three university students recruited based on two criteria such as having the highest achievement scores in speaking classes and having actively participated in debating championships. Using semi-structured interviews, the participating students were asked what strategies they use and how the strategies help improve their speaking skills.

To analyze the data, the researcher used thematic analysis following the steps proposed by Braun and Clarke (2006) that provides a six-phase guide such as (1) Getting acquainted with the information, (2) creating coding categories, (3) taking a glance for topics, (4) evaluation topics (5) Create topics and (6) Write up, to ensure the study's credibility. The analysis reveals that students dominantly used two kinds of speaking strategies such as memory strategy and social strategy. The memory strategies were used to practice individually to remember, memorize, and understand the material by recording important information, frequently reviewing information, and taking note of the important points and social strategy was used to interact with others. By knowing this, English teachers could transform and teach the strategies effectively to low-proficient study. To be more successful in developing their speaking skill, students should employ speaking strategies more frequently, especially during learning to speak. So with this, further research is suggested to conduct research on the application of social strategies & memory strategies for low-proficiency students.

CHAPTER I

INTRODUCTION

This chapter contains a few topics that are related to the introduction of the study. Background knowladge, research problems, objectives of the study, research significance, scope and limitation of the study and definition of the key terms are among them.

1.1 Background Knowledge

There is an increasing body of literature that acknowledges the benefit of communication. It becomes the greatest crucial things in basic language context (Bailey & Savage, 1994; El-Sakka, 2016;Shabani, 2013). This is also claimed by Goh and Burns (2012), that speaking can improve other skills. They revealed that speaking is often used in exploration when you hear something effectively. Talking about speaking skills being the most important language, through speaking we can express our expressions, our self-image, our knowledge, and our perception of our environment. Besides, many successful careers depend on how competently and effectively you use speaking. Students who really can communicate directly could indeed create strong social interactions (Hargie, 2011).

Indonesian universities students are agents of change for the population of Indonesia to become better educated. The role of universities is very

1

necessary existence. English education departments have set the vision to create bachelors of education who can compete in the world market and can develop their knowledge, Mark Robson (2013) postulated that English as just the "operating system" of intercultural language. People, who believe they can learn and speak English better than anyone else, continue to listen to business leaders and policymakers. Receetly, English is the most globally used language in this era, mass news & culture, international communication, magazine, book publishing, and, in specific internationalization of academic achievement (Rao, 2019; Rahman and Singh, 2021). Because language has its status as a lingua franca, efficient communication in English is extremely crucial in this globalization era (Jenkins, 2007). Speaking, according to Nunan (1991), is the act of explaining or reporting something to someone. This communication can have an impacton someone's life.

Speaking is indeed one of the communication techniques that people use to interact with others. It happens in some places and it has become a part of daily routines. Speaking is occasionally employed to give guidance or resolve issues. To begin writing regarding something or someone, to inquire about someone else's problem, and to request and also provide assistance, among other things. However, speaking a foreign language is a challenging skill for students, even younger generations. Many students reflect that speaking is the greatest problematic skill because the Indonesian nation does not use English as a daily language. While most people think that speaking takes a long time and is difficult for students to adapt.

Brown (2004) presents five components of speaking such as pronunciation, grammar, comprehension, and vocabulary. Before speaking, students should be mindful of this component and fully comprehend what they are trying to communicate. They undoubtedly encounter obstacles that make clear communication difficult. Poor vocabulary, simply wrong or poor pronunciation, and others (Heriansyah, 2012). In reality, many students feel nervous to communicate with other people and have difficulty speaking English because they have limited vocabulary, pronunciation trouble, and less of practicing, it showed that those are the student's problems in speaking. The technology has developed and included valued parts in learning language in every aqual of education to increase and shape teaching excellence and processes of learning for independent students (Aminatun & Oktaviani, 2019; Sari & Wahyudin, 2019).

Each student has a unique set of language learning strategies and styles (Wahyudin and Rido, 2020; Mandasari and Oktaviani, 2018; Ayu, 2018). This argument is similar to Abdelheim's (2015) claim that the success of learning a language mostly depends on the personal learner's effort; this same capacity to learn a language is not a deciding factor. This leads to questions about how personal language learners might obtain and exert control over their language learning and usage. There are six different strategies in learning language that students might use, according to Oxford (1990) such as social strategy, metacognitive strategy, cognitive strategy, compensation strategy, effective strategy and memory strategy. Pupils can mix all strategies to makethe process

of teaching and learning English enjoyable. The most common challenge is the limited availability of pupils' and teachers' establishment, usage, and factors affecting the use of strategy.

In the previous study, Houn (2022) examined the factors that affect the speaking communication skills of twelfth-grade high school of English-language students. As a result, this research can help English teachers re-examine their weaknesses and strengths in oral English teaching, as well as recognize students' inadequacies and intellectual skills to enhance their English learning, especially their speaking ability. Additionally, the research can assist teachers in better comprehending the linguistic needs of their pupils and in developing effective teaching strategies. Garcia (2022) researched to investigate the numerous factors that could affect students' speaking abilities. 124 English as a Secondary Language (EFL) students attending three various high schools in Spain who are in their fourth year of secondary school are also part of the study. Learners with musical expertise exhibited higher levels of emotional comprehension, while learners with stronger emotional consciousness had superior speaking abilities.

Hsieh and Wang (2019) researched the competency, grammatical structures, vocabulary, and group indicated of early-age language students' speaking performances. To a significant extent, discourse characteristics distinguish contestants across ability levels. The mission type impacted grammar, vocabulary, and content, but not fluency characteristics. The findings have significant insinuation for the language growth of young second and

foreign-language learners, as well as deep insight into the design of conversational analysis tasks. Jaekel (2018) conducted research to (1) explore the use of LLS in material compared to standard foreign language instruction. in addition to (2) determining the influence of LLS use as well as self-efficacy on speaking skills. Students from Germany in 9 year Language and Content Integrated Learning (CLIL) and regular English as a foreign language (EFL) decided to participate (N=378). These findings indicate that increasing self-efficacy even as a location concerning strategies may be the best way to support students. Kassem (2018) taught a Speaking Class to the first English Department students at Prince Sattam bin Abdulaziz University in Saudi Arabia using a Hybrid Problem-Based Learning (H-PBL) strategy. A pre-post speaking proficiency exam, a students' ambition questionnaire, a personal interview, and observation sheets were used as tools for data collection in the study. The outcomes showed that the H-PBL strategy enhanced students' speaking proficiency, increased motivation, and resulted in students becoming more personality and self-reliant.

Considering the findings from previous studies, just several studies at the private university had already handled this significant problem, with a few using qualitative research, two utilizing quantitative research, and the majority concentrating on what variables are employed by high-proficient students instead of the strategies used. Given the current gap in this frame of reference and the incredibly huge importance of speaking English for professional and academic purposes, the goal of this research is to look into the reasons for high

proficiency students in this skill as well as the strategies they used. These research results are expected to gain insight into the commonly used strategies used by high-achieving students to improve their speaking abilities. As a result, this study will be crucial. As a result, this study will also provide essential information for enhancing and managing students' speaking skills, especially for students with limited English proficiency.

1.2 Research Problems

The following two questions are the main topics of this study, which is grounded in the background information provided above:

1. What speaking strategies are used by high-proficiency students speaking English to improve their speaking skills?

2. How do the students use those strategies to improve their speaking skills?

1.3 Objectives of the Study

The goals of this study were to find out the strategies used by high proficiency students in English speaking skills for English education in the 5th semester of a private university and to know how they use the strategy in improving their speaking skills.

1.4 Research Significance

1. Theoretically, giving contributes to learning and teachingspeaking. It is

expected that it can aid as a foundation and reference for further research related to what speaking strategies are used by high-proficient EFL students and able to make scientific contributions and create innovative strategies in improving students' speaking skills as well as being material for further study.

2. Practically, the results of this study are expected to shed light on the frequently used strategies used by high-proficiency students to improve their speaking skills. This study is also expected to provide important information for developing and improving students' speaking skills, particularly for students with limited English proficiency. So, with this further research is suggested to conduct research on the application of social strategies & memory strategies for low-proficiency students to find out whether these strategies can improve their speaking skills

1.5 Scope and Limitation of the Study

Among the language skills such as writing, listening, speaking, and reading. The researcher mainly focuses on speaking. The researcher can't overcome all the problems in the English learning and teaching process. Therefore, the study focused on the strategies used by high-proficiency students at a private university in Malang and how they used the strategy to improve their speaking skills.

In this study, the researcher only used the interview as the instrument for collecting the data. The researcher limits the research to the proficient students of a private university in Malang. Because the researcher wants to

get direct, in-depth information about the strategies used to improve their speaking skills.

1.6 Definition of the Key Terms

Key terms are necessary to gain an understanding of related concepts applicable to the research being conducted. The following terms aim to explain all the key terms related to speaking skills. This chapter examines what speaking strategies are used by high-level professional EFL students.

1. **Speaking Strategies**

Speaking strategies is a process of assisting learners in developing their understanding of the nature of language learning and acquiring the skills and knowledge needed to continue pursuing their learning outcomes in an informed and self-directed manner.

2. **High-proficient Student**

High-proficient students are considered to have an excellent understanding of the language, which means they can easily recognize it, interact with a broad range of thoughts, clearly either orally or in writing, and communicate confidently with other speakers. High-proficient students in this research are students who have the highest achievement scores in their speaking classes at the university and students who have actively participated in debating championships.

3. **Private University**

A private university is an institution of higher education that is not operated, owned, or subsidized by governments. In this research, the students are from a private university in Malang which is the university of Islam Malang.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the summary of the research releted to some topics and also suggestions for the teacher, students, and further research.

5.1 Conclusion

The purpose of this study is to find out the strategies used by high proficiency students in English speaking skills for English education in the 5th semester of a private university in Malang and to find out how they use the strategy to improve their speaking skills. This finding reveals that participants with high proficiency use memory and social strategies to improve their speaking skills. In this case, they used memory strategy by recording important information, frequently reviewing information, and taking note of the important points, to remember the material. Furthermore, social strategies are used to interact with other people by sharing information, discussing material, and giving opinions. Moreover, students also used the strategy of watching English movies or listening to English songs to improve their speaking skills because with these strategies students will have new knowledge of how to pronounce words and be familiar with new vocabulary. Hereby to use strategies that are reported to be influential in achieving success in learning speaking skills, students should employ speaking strategies more frequently.

5.2 Suggestion

In this section, the researcher would like to give some suggestions to be noticed by teachers and students, especially students who have low English proficiency as follows:

1. English teachers could transform and teach the strategies effectively to low-proficient students.

2. To be more successful in developing their speaking skill, students should employ speaking strategies more frequently, especially during learning to speak

3. So with this, further research is suggested to conduct research on the application of social strategies & memory strategies for low-proficiency students.

Finally, the researcher recognizes that this research still has some flaws and errors. As a result, the researcher would appreciate any constructive suggestions for improving the research.
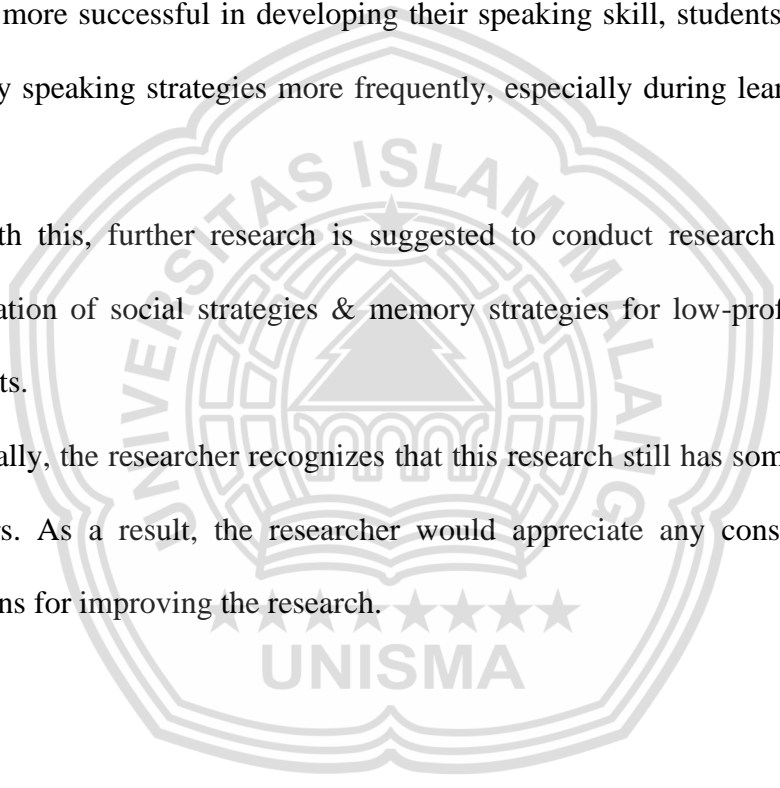
REFERENCES

Al-Faris, S., & Jasim, B. Y. (2021). Memory Strategies and Vocabulary Learning Strategies: Implications on Teaching and Learning Vocabulary. *Journal of Humanities and Social Sciences Studies*, *3*(10), 11–21. https://doi.org/10.32996/jhsss.2021.3.10.2

Aminatun, & Oktaviani. (2019). Promoting Students' Autonomous Learning Skill through Language Learning Application. Metathesis: *Journal of English Language Literature and Teaching*, *3(2)*, 214–223.

Bailey, K. M. (Ed.). (1994). *New ways in teaching speaking*. TESOL.

Bailey, K. M., & Nunan, D. (2003). *Practical English language teaching: Speaking* (1st ed). McGraw-Hill/Contemporary.

Bailey, K. M., & Savage, L. (1994). *New Ways in Teaching Speaking. Teachers of English to Speakers of Other Languages.* Alexandria, Va. : Teachers of English to Speakers of Other Languages.

Biggs, J. B. (1988). Assessing student approaches to learning. *Australian Psychologist*, *23*(2), 197–206. https://doi.org/10.1080/00050068808255604

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

British, C. (2013). *The English Effect.* The United Kingdom's international organisation for cultural relations and educational opportunities.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed).
Pearson Longman.

Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (Third edition). Pearson Education.

Cohen, A. D. (2000). Strategies-Based Instruction for Learners of a Second Language. *NASSP Bulletin*, *84*(612), 10–18. https://doi.org/10.1177/019263650008461203

Cohen, L., Manion, L., & Morrison, K. (2002). *Research Methods in Education* (0 ed.). Routledge. https://doi.org/10.4324/9780203224342

Cooper, C., Volo, S., Gartner, W. C., & Scott, N. (Ed.). (2018). *The SAGE handbook of tourism management: Theories, concepts and disciplinary approaches to tourism* ([2 Volume Set]). SAGE Publications.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches* (2nd ed). Sage Publications.

Dörnyei, Z., & Scott, M. L. (1997). Communication Strategies in a Second Language: Definitions and Taxonomies. *Language Learning*, *47*(1), 173–210. https://doi.org/10.1111/0023-8333.51997005

Dreyer, C., & Oxford, R. L. (1996). Learning Strategies and Other Predictors of ESL Proficiency among Afrikaans Speakers in South Africa. *University Of Hawaii, Second Language Teaching & Curriculum Center.*, 61–74.

Fernández-García, A., & Fonseca-Mora, M. C. (2022). EFL learners' speaking proficiency and its connection to emotional understanding, willingness to communicate and musical experience. *Language Teaching Research*,

26(1), 124–140. https://doi.org/10.1177/1362168819891868

Fritz, R. L., & Vandermause, R. (2018). Data Collection via In-Depth Email

Interviewing: Lessons from the Field. *Qualitative Health Research*,

28(10), 1640–1649. https://doi.org/10.1177/1049732316689067

Gibson, L. (2010). *Using Email Interviews. Other. Realities, Morgan Centre (part*

of the National Centre for Research Methods).

http://www.manchester.ac.uk/realities/resources/toolkits/

Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*.

Cambridge University Press.

Griffiths, C. (Ed.). (2008). *Lessons from good language learners*. Cambridge

University Press.

Hargie, O. (2022). *Skilled interpersonal communication: Research, theory and*

practice (Seventh edition). Routledge.

Henríquez, T. K., Von Johnn, H. I., Peña, V. H., & Llanquileo, E. A. (2017). The

Effects of Memory and Social Strategies on Oral Production. *Colombian*

Applied Linguistics Journal, *19*(2), 209.

https://doi.org/10.14483/22487085.10535

Heriansyah, H. (2012). Speaking Problems Faced by The English Department

Students of Syiah Kuala University. *Lingua Didaktika: Jurnal Bahasa dan*

Pembelajaran Bahasa, *6*(1), 37. https://doi.org/10.24036/ld.v6i1.7398

Houn, T., & Em, S. (2022). Common Factors Affecting Grade-12 Students'

Speaking Fluency: A Survey of Cambodian High School Students. *Jurnal*

As-Salam, *6*(1), 11–24. https://doi.org/10.37249/assalam.v6i1.360

Hsieh, C.-N., & Wang, Y. (2019). Speaking proficiency of young language students: A discourse-analytic study. *Language Testing*, *36*(1), 27–50. https://doi.org/10.1177/0265532217734240

Idraddin, & Irwan. (1967). *Strategi dan perubahan sosial*. Yogyakarta: Deepublish, 2016 ©2016.

Islam, M. S., & Stapa, M. B. (2021). Students' low proficiency in spoken English in private universities in Bangladesh: Reasons and remedies. *Language Testing in Asia*, *11*(1), 22. https://doi.org/10.1186/s40468-021-00139-0

Jaekel, N. (2020). Language learning strategy use in context: The effects of self-efficacy and CLIL on language proficiency. *International Review of Applied Linguistics in Language Teaching*, *58*(2), 195–220. https://doi.org/10.1515/iral-2016-0102

Jenkins, J. (2007). *English as a Lingua Franca: Attitude and identity*. Oxford University Press.

Kassem, M. A. M. (2018). Improving EFL Students' Speaking Proficiency and Motivation: A Hybrid Problem-based Learning Approach. *Theory and Practice in Language Studies*, *8*(7), 848. https://doi.org/10.17507/tpls.0807.17

Lincoln, Y. S., Guba, E. G., & Pilotta, J. J. (1985). Naturalistic inquiry. *International Journal of Intercultural Relations*, *9*(4), 438–439. https://doi.org/10.1016/0147-1767(85)90062-8

M. Abdelhalim, S. (2015). Children Literature Based Program for Developing EFL Primary Pupils' Life Skills and Language Learning Strategies.

English Language Teaching, *8*(2), p178.

https://doi.org/10.5539/elt.v8n2p178

Mandasari, B., & Oktaviani, L. (2018). English Language Learning Strategies: An

Exploratory Study of Management and Engineering Students. *Premise:*

Journal of English Education, *7*(2), 61.

https://doi.org/10.24127/pj.v7i2.1581

Mead, N. A., & Rubin, D. L. (1985). Assessing Listening and Speaking Skills.

ERIC Digest. *ERIC Publications*, 3.

Miguel, J., Caballé, S., & Xhafa, F. (2017). Trustworthiness modeling and

methodology for secure peer-to-peer e-Assessment. Dalam *Intelligent*

Data Analysis for e-Learning (hlm. 49–81). Elsevier.

https://doi.org/10.1016/B978-0-12-804535-0.00004-6

Mistar, J., & Umamah, A. (2014). Strategies of Learning Speaking Skill By

Indonesian Learners of English and Their Contribution to Speaking

Proficiency. *TEFLIN Journal - A publication on the teaching and learning*

of English, *25*(2), 203. https://doi.org/10.15639/teflinjournal.v25i2/203-

216

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*.

Prentice Hall.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language*

acquisition. Cambridge University Press.

polit, D. f, & Beck, C. T. (2014). *Essentials of nursing research: Appraising*

evidence for nursing practice (8th ed). Wolters Kluwer Health /Lippincott

Williams & Wilkins.

Rahman, M. M., & Singh, M. K. M. (2022). English Medium university STEM teachers' and students' ideologies in constructing content knowledge through translanguaging. *International Journal of Bilingual Education and Bilingualism*, *25*(7), 2435–2453. https://doi.org/10.1080/13670050.2021.1915950

RAO, P. S. (2019). The Role Of English As A Global Language.*) Research Journal of English (RJOE)*, *4*(1).

Rebecca, L., & Oxford. (1990). Language learning strategies: What every teacher should know. *Boston: Heinle Publisher*.

Redlich-Amirav, D., & Higginbottom, G. (2014). New Emerging Technologies in Qualitative Research. *The Qualitative Report*. https://doi.org/10.46743/2160-3715/2014.1212

Richards, J. C., & Rodgers, T. S. (1986). *Approach and Method in Language Teaching*. Cambridge University Press, 1986.

Rigney, J. W. (1978). Learning Strategies: A Theoretical Perspective11This research was supported by ONR contract number N00014-76-C-0838, and by ARPA order number 2284. The support and encouragement of Harold F. O'Neil, Jr., Cybernetics Technology Office, ARPA; and of Marshall Farr and Henry Halff, Personnel and Training Research Programs, ONR, is gratefully acknowledged. Views and conclusions contained in this document are those of the author and should not be interpreted as necessarily representing the official policies, either expressed or implied,

of the Defense Advanced Research Projects Agency or of the United

States Government. Dalam *Learning Strategies* (hlm. 165–205). Elsevier.

https://doi.org/10.1016/B978-0-12-526650-5.50012-5

Rusdin, N. M. (2018). Teachers' Readiness in Implementing 21st Century

Learning. *International Journal of Academic Research in Business and*

Social Sciences, *8*(4), Pages 1293-1306.

https://doi.org/10.6007/IJARBSS/v8-i4/4270

Sanjaya, W. (2006). Strategi pembelajaran berorientasi standar proses pendidikan.

Jakarta: Kencana, 278–289.

Wahyudin, A. Y., & Rido, A. (2020). Perceptuals Learning Styles Preferences Of

International Master's Students In Malaysia. *BAHTERA : Jurnal*

Pendidikan Bahasa dan Sastra, *19*(1), 100–108.

https://doi.org/10.21009/bahtera.191.10

Wenden, A., & Rubin, J. (Ed.). (1987). *Learner strategies in language learning*.

Prentice/Hall International.

Widhayanti, Z. (2018). English Department Students' Learning Strategies to

Overcome Speaking Anxiety. *Public Knowledge Project*, *6 no 2*, 60–67.

Zakaria, N., Hashim, H., & Yunus, M. Md. (2019). A Review of Affective

Strategy and Social Strategy in Developing Students' Speaking Skills.

Creative Education, *10*(12), 3082–3090.

https://doi.org/10.4236/ce.2019.1012232