



**EFL STUDENTS' SPEAKING LEARNING STRATEGIES DURING AND
AFTER PANDEMIC**

SKRIPSI

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2023

ABSTRACT

Sholeha, Mar'atus. 2023. *EFL Students' Speaking Learning Strategies During and After Pandemic*. Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Dr. Hamiddin, S.Pd., M.Pd; Advisor II: Dr. Imam Wahyudi Karimullah, S.S., MA.

Keywords: Learning strategies, speaking learning strategies during and after pandemic

This study aims to investigate what speaking learning strategies are used by EFL students during and after pandemic and how the EFL students apply speaking learning strategies during and after pandemic. The researcher used a descriptive qualitative design. The participants of this study were 30 English students in 3th semester of the English Education Department. A set of complete and valid data analysis was collected using three of instruments, there are questionnaire, interview, recording and documentation.

In this study, qualitative case study was used in this research. Questionnaire and interviewed used to collect the data. Questionnaire was using English that was adopted from (Marlin et al., 2021). The language of semi-structure interview used English was conducted by face to face.

The data was analyzed using (Sugiyono, 2015). From the data identification, the result of this study, during and after pandemic the EFL students using all the strategies but the most frequently used by EFL students are cognitive, metacognitive and memory strategies. The way EFL students apply speaking learning strategies during and after pandemic students apply the strategy is by reading webtoons, articles, or short stories in English to increase their vocabulary. Watch videos on YouTube, Tik-Tok, and Instagram that contain English-language podcasts, movies, and talk show content. Practice speaking English with fellow students or friends at the English club. Listen to English songs and also practice speaking English yourself in front of the mirror.

CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

English is a widely used international language, and many people use it when traveling to other countries. In Indonesia, it is taught as a subject in schools and campus. To communicate with people from other countries, everyone must learn English. English is the second language of some countries around the world, but it is a foreign language in others, such as Indonesia and speaking is one of the most commonly used in academic process (Syarif and Sunubi 2019). There are four skills must be mastered when learning English such as reading, listening, writing, and speaking. Speaking is one of the four most important skills to learn when learning English because it is always used in daily conversation.

However, at the end of January 2020, the World Health Organization (WHO) declared a Covid-19 pandemic around the world. Because of this pandemic, some nations around the world, including Indonesia, have been affected. The spread of Coronavirus (Covid-19) had an impact on many aspects of global society, including Indonesian education. This pandemic situation forced all social activities must be stopped including teaching and learning activities at schools and campuses (offline learning or face to face). To limit the spread of this

virus, the Indonesian government implemented a policy that required all learning activities in academic institutions to be closed. It has become increasingly difficult to get students to speak English in the classroom as a result of the Covid-19 pandemic.

Since the pandemic has had a significant impact on the development of education in Indonesia, educational institutions have mandated that the learning process in which students interact with educators be replaced with online learning or learning from home. The Ministry of Education and Culture (Kemendikbud) has published Circular Letter No. 15 of 2020, which includes instructions for preparing for learning from home or online learning in the situation of a Covid-19 spread. It is alternative way to do during pandemic (Firman & Sari, R.R, 2020). It means that learning takes place through the use of communication media such as computer, cell phone, and internet connection. According to the circular, the goal of implementing learning at home is to ensure that students' rights are respected. Protect residents of educational facilities from the negative effects of Covid-19 (KEMENDIKBUD, 2020). Mulenge, Eddie M., and Marban (2020) also stated that online learning can be used to combat the spread of a diseases virus such as Covid-19.

Because of Covid-19, schools and universities, including the University of Islam Malang, have been closed indefinitely. It goes the same for English Department Students of UNISMA Malang. Students who major in English must maintain their speaking abilities during the pandemic. So, the students have to look for other strategies where they can improve their speaking ability during the pandemic even by learning independently from home. Based on Ismiatun (2019)

stated that Implementing a speaking learning strategy is crucial to improving students' speaking skills in the classroom, as speaking is nowadays one of the most difficult skills in foreign language acquisition. There are various ways that students can take to improve their speaking skills to make it easier to learn. The strategies are as follows: (a) memory strategy; (b) cognitive strategy; (c) metacognitive strategy; (d) compensatory strategy; (e) affective strategy; and (f) social strategy (Alfian, 2021). However, the effect of coronavirus (Covid-19) presents a lot of online platforms or mobile apps that students can be able to access in the learning speaking process at home independently and stay active in online learning.

However, in 2022 the government has allowed schools and universities to reopen as usual. In the new academic year, the Malang Islamic University also carried out teaching and learning activities as normal that learning by face to face learning or offline learning. During pandemic the students get used with learning by online, all their activities are by online. As we know that during the pandemic, all institutions including UNISMA were closed due to the spread of the corona virus. As a result, some new students entered university by online and took part in teaching and learning activities. For 3th semester students from the English department also felt the impact and as a result they had to study from home. Starting from their experience of starting classes by online, there are several courses that actually have to be practiced directly, namely speaking courses where this must be practiced directly and have to interact directly more. Therefore, of course they create their own strategies during the pandemic to improve their speaking skills. Based on (Iksan et al., 2021) during the pandemic the students

used all of the learning strategies given by Oxford, i.e., memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. But the most frequently used strategies are metacognitive. In the same year (Marlin et al., 2021), their findings showed that during the pandemic or in online learning the students used metacognitive and cognitive strategies to support their speaking learning. Based on those previous studies, and the shifting of online to offline learning, it can be concluded that what kind of strategies that students used to improve their speaking skills even in online or offline learning and how they apply those speaking strategies during and after pandemic.

Therefore, based on the background of this research, the researcher tried to investigate EFL students' speaking learning strategies during and after pandemic by students of the English Education Department of UNISMA. So that it can be seen clearly what it is and how it helps teachers to find out students' speaking strategies are used by EFL students during and after pandemic and how it helps teacher to find out how EFL apply speaking learning strategies during and after pandemic.

1.2 Research Problems

The research problems of this study can be stated as follows:

- What speaking learning strategies are used by EFL students during and after pandemic?
- How do EFL students apply speaking learning strategies during and after pandemic?

1.3 Objective of the Study

The objectives of the study are:

- To investigate what speaking learning strategies are used by EFL students during and after pandemic.
- How do EFL students apply speaking learning strategies during and after pandemic.

1.4 Significance of the Study

To make sure that this study is significant, the researcher hopes that is useful both theoretically and practically. Theoretically, this study is expected to verify, confirm, or enrich the literature on learning to speak English with relevant previous studies EFL students' speaking learning strategies during and after pandemic. Practically, this study will be useful to students in better developing their speaking skills. This study will help teacher better understand their students' speaking learning strategies during after pandemic and also how their students apply speaking learning strategies during and after pandemic. The teachers can also use this study to encourage the students' speaking abilities to be better. For the institution of university of Islam Malang, it can be useful for the university to anticipate what will happen in the future, and use this study as a guidance of how to solve the students' speaking learning strategies in the future.

1.5 Scope and Limitation of the Study

The research focuses on the selected students from third semester in English Education Department. The limitation of this study is that there no class that ready to be participants in this research.

1.6 Definition of Key Terms

To avoid misunderstanding and ambiguity, the meanings of key terms are provided. Several of the terms used in this study needed to be defined.

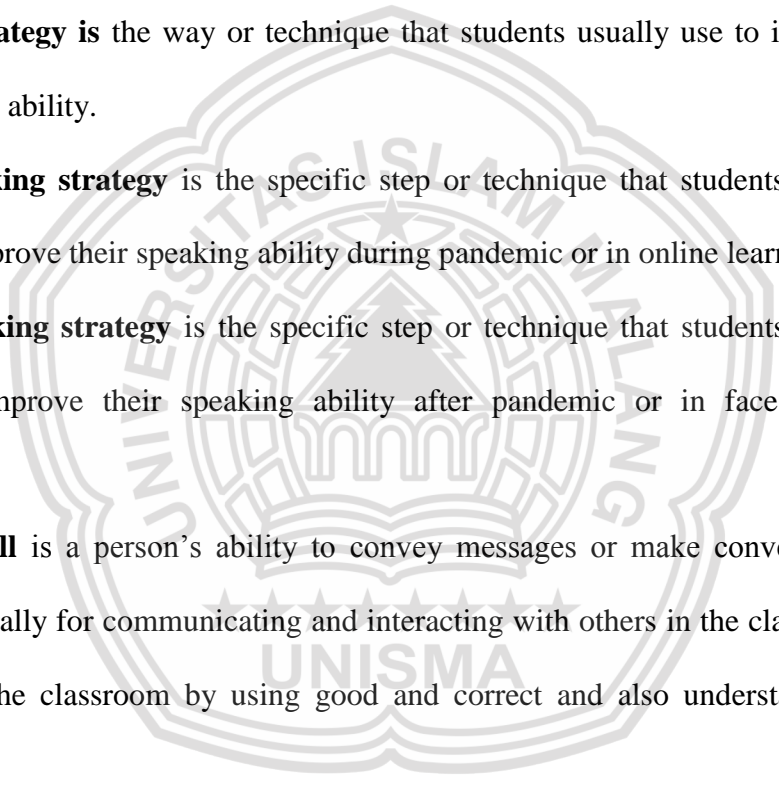
Language learning strategies is the ways of students in learning strategies are potentially actions to learn a first language or second language. These strategies are enabling students to develop their speaking ability by using some various techniques.

Speaking strategy is the way or technique that students usually use to improve their speaking ability.

Online speaking strategy is the specific step or technique that students use to help them improve their speaking ability during pandemic or in online learning.

Offline speaking strategy is the specific step or technique that students use to help them improve their speaking ability after pandemic or in face-to-face learning.

Speaking skill is a person's ability to convey messages or make conversation with others orally for communicating and interacting with others in the classroom and outside the classroom by using good and correct and also understandable English.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of research based on the findings and the discussion. The suggestions are addressed to the students, English speaking lecturer, and the future researcher.

5.1 Conclusion

First, during and after pandemic the students using all used all of the learning strategies conducted by Oxford (1990) which are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, metacognitive strategies, and social strategies. But the most frequently strategies used by students cognitive, metacognitive, and memory strategy.

Second, the way students apply the strategy is by reading webtoons, articles, or short stories in English to increase their vocabulary. Watch videos on YouTube, Tik-Tok, and Instagram that contain English-language podcasts, movies, and talk show content. Practice speaking English with fellow students or friends at the English club. Listen to English songs and also practice speaking English yourself in front of the mirror.

5.2 Suggestion

Finally, based on the results, this suggestions are suggested or EFL students, English lectures, and future researchers.

5.2.1 For EFL Students

There are suggestions for the students. First, they should constantly practice actively and extensively with their peers. Second, read more English novels with light and entertaining stories, write unfamiliar vocabulary and research its meaning, listen to more English music, and watch English podcasts and movies in English on YouTube or other media platforms, join English club to improve your speaking skills. Third, don't be scared to make mistakes; only practice and ask a friend to fix your English. Finally, remind yourself that speaking English is extremely essential in today's world.

5.2.2 For English Lecturers

The lecturers are suggested to be able to use more attractive media platform for students to use, so they can more interactive and be active during classes. Starting from the students' experience, many students take advantage of several internet platforms on their cell phones to improve their speaking skills even during or after pandemic. Hope that the lecturers can take advantages of existing facilities to support students learning and be creative.

5.2.3 For Future Researcher

The researcher realizes all the limitations and shortcomings of the researcher in conducting this research. When learning activities returns to normal or returns to face-to-face learning, students and lecturers are busy with their activities. So, it makes the researcher have difficulty to finding a class and students who are willing to be researched or interviewed to fulfill this final project. So, before conducting research, researcher must ensure that we have ask permission to

conduct research on the class so the lecturers and students can adjust their schedules and prepare the class to be ready for research.



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