AN INVESTIGATION OF LANGUAGE LEARNING STRATEGIES USED BY GOOD LANGUAGE LEARNERS IN SPEAKING SKILL
A Case in Indonesian Context

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Abstract
In learning language, especially in speaking class, 9 there will be a variety of performance among the learners. Some learners are more effective at learning than others. Pilot studies revealed that effective learners, called successful/ good learners, use a wide range of language learning strategies. This study investigated language learning strategies used by good EFL learners. It further aimed at finding learning strategies employed by good EFL learners, describing how the learners apply those strategies, and identifying factors that influence them in selecting their strategies. The researcher conducted a case study in a private school in Surakarta. To collect the data, the Strategy Inventory for Language Learning (SILL; Oxford, 1990) was administered to good EFL learners. Moreover, the researcher also used dept interview, observation, and document analysis to collect the data in the research. Then, the collected data were analyzed by using Miles and Huberman model consisting of three steps, i.e. data reduction, data display, and conclusion drawing and verification. The finding showed the participants employed various strategies in their language learning such as cognitive, metacognitive, social, memory, compensation, and affective strategies. They also used technologies to enhance their strategies in language learning, for instance, games and social media. Besides, the learners selected those strategies based on two main factors; they are internal and external factor. The findings have significant implication for teacher planning to boost the use of language learning strategies among EFL learners, especially in speaking skill.

Keywords: Language Learning Strategies (Lls), Good Efl Learners, Speaking Skill

INTRODUCTION
Two main problems have triggered the researchers to conduct this study. First, the researchers found that oral communication in a foreign language has been a big challenge for some Indonesian students. The second one, the awareness of using various language learning strategies are considerately low for both students and teachers.

Oral communication is considered to be the central part of daily life that is taken for granted (Thornbury, 2005, p.1). Nowadays, the ability to communicate in a foreign language has become a global need. Oral proficiency in English is needed in several fields such as in tourism, trade and commerce, job interviewing, education, and many others. It is increasingly needed and considered to be a crucial aspect of life.

In Indonesia, improving a speaking skill is regarded as a big challenge for some people. This challenge naturally comes into school life, whereas speaking skill has been included as a mandatory skill to be learned. Some students find it a nightmare to speak in English. The researcher finds that students' preference to use a single and monotonous strategy for all task given is high. They reported that in an oral task, for instance, they use memorizing transcript, then performing without knowing the meaning. As mentioned by O' Malley and Chamot (1990), it is not surprising that Asian students are found to perform better in memorizing vocabulary. Unfortunately, it can't be a guarantee to the students to achieve the goal of being a successful communicator.

In 1960 there was a gradual but significant shift from teacher-centred to learner-centred approach in education (Nunan, 1990). The consequence of this, there was an increasing awareness of resource for language learning strategies. Linked with the previous problematic phenomena, some students admit that they have no idea about any learning strategy they use. Furthermore, several teachers don't consider language learning strategies can be taught in the classroom. It seems that the awareness of language learning strategies in Indonesian is still low.

Over the inhibition of learning explaining before, some students are considered as successful learners in their school. It is found that they are familiar with several strategies in learning a language. It is in accordance with Brown (2003) who states that one of the factors contributing to the success of foreign language learning is the role of the learner in the process that is recognizing and using good language learning strategies.

Since the developments in cognitive psychology gave influence to the studies of language learning strategies (William & Burden, 1997), a lot of researches of language learning strategies have been conducted, particularly in the 1960s. The researches emerged from a concern for identifying the characteristics of successful learners. They were concentrating on good language learners to improve second language learning (see Naiman et al., 1978; Rubin, 1975). Research in language learning strategies is still ongoing and differs relative to learner's factor such as learner's level proficiency (see Nisbet et al., 2005; Chand, 2013; Gestanti, 2015; Uslu et al., 2015) and gender (Dunne & Martin, 2006; Kayaoglu, 2012). Moreover, language learning strategy has been linked in the process of learners to get language achievement, even research showed that learning strategy could predict 20% of achievement (Uslu et al., 2015). It is considered an important issue to research on.

The focus of the current study is on language learning strategy. Oxford (2002, p.362) defines language learning strategy as specific behaviours or thought processes that students use to enhance their second language learning. Furthermore, it is the conscious thought and action that learners take to achieve a learning goal. It is vitally important since it can help learners to be more active and self-directed. Self-direction becomes vital for students since it helps students to develop communicative competence and to learn independently without the assistance of their teacher since the teachers cannot accompany their students all the time (Chamot, 2008, p.14; 1990, p.10).

From the phenomena above, the researcher conducted research concerning language learning strategy in speaking skill. This research further investigates the most frequent language learning strategies in and out of the classroom employed by the students categorized as good language learners. Moreover, it discovers how the students apply the strategies and factors that influence them in selecting those strategies. Hopefully, this research can give benefits to students as the subject who have to aware of their learning strategies. They also can learn from their friends, the successful ones, better strategies to learn the language. Additionally, the finding may give significant implication for teacher planning to boost the use of LLS in speaking.

METHODOLOGY

The design of the study is case study research. The subjects of the research were 5 good EFL learners, selected by purposive sampling. They are successful learners that often join English competitions such as speech competition, debate competition, and news anchor competition. To collect the data, the researcher used triangulation that covers observations, interviews, questionnaires, and document analysis. Dealing with the purpose of the study, the questionnaire used are adapted from Strategy Inventory of Language Learning (SILL) proposed by Oxford (1990)., data analysis techniques, and procedure of the research. In this research, the researcher used two techniques to test the trustworthiness. They are triangulation and member checking. In triangulation, data were collected through multiple techniques in the research. The techniques are observations, interviews, questionnaires, and document study. Besides, the researcher also uses

multiple sources of data. In analyzing the research, the researcher will use Flow Model or sometimes called an interactive model proposed by Miles and Huberman (1984). This model covers three steps, i.e. data reduction, data display, and verification or data conclusion.

1. Language Learning Strategies Used by Good EFL Learners in Speaking.

The first problem statement of this study attempts to explore what LLS are used by Good ESL learners. SILL Questionnaire was administered to find the strategy used. Last but not least, interview was conducted to clarify ta collected through the previous instrustrategies are metacognitive, followed by affective, memory, compensation, and social strategies.
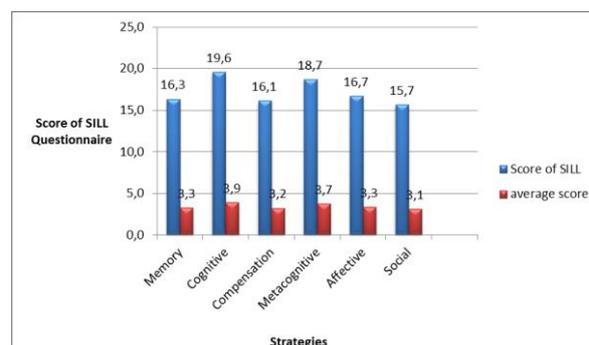

Figure 1. Score of SILL Questionnaire

Figure 1 shows how often the participants use language learning strategies. The first learning strategies mostly used by participants in speaking are cognitive strategies with average score that is 3,9. It is the highest score among all strategies. The second learning strategies mostly used by participants in speaking are metacognitive strategies with average score that is 3,7. The third strategies used by participants are affective and memory strategies since those

strategies had the same average score that is 3,3. The next strategies used by the participants are compensation strategies with average score 3,2. The last strategies used by the participants in speaking are social strategies with average score 3,1. It is the lowest average score among all.

Table 1. LLS Used by Good EFL Learners in Speaking

Participants	Strategy used						Average used	Frequency level	description
	Mem	Cog	Com	Meta	Aff	Soc			
Student 1	√	√	√	√	√	√	3,2	moderate	Sometimes used
Student 2	√	√	√	√	√	√	3,6	high	Usually used
Student 3	√	√	√	√	√	√	3,5	high	Usually used
Student 4	√	√	√	√	√	√	3,7	high	Usually used
Student 5	√	√	√	√	√	√	3,3	moderate	Sometimes used

From table 1 it can be seen that all participant used more than one strategy in speaking. They appy both direct and indirect strategies. Direct strategies used are memory, cognirive, and compensation strategies. While indirect strategies used are metacognitive, affective, and social strategies. Three of the participants used the learning strategies in high level, means they usually use the strategies. Two of participants apply the learning strategies in moderate level, means they sometimes use the strategies.

2. Application of LLS by Good ESL Learners in Speaking

Further action taken by researchers was conducting and observation . This was aimed to clarify and acquire complete information about the strategies used. From the result of interview and observation, researchers found out that direct strategies used by participant are explained as follows.

a. Memory strategies

The use of memory strategies are checked by questionnaire and clarified by observation and interview. Students 1 and 2 said that they often review English material at home so they will nor forget the material easily. From observation, it can be found out that before performing (speaking) they always make sure they already prepared well. They memorize the text before presenting. They admitted that the strategies can help them to speak fluently. Related to memory strategies, student 3 said that he usually use new English words in sentences, so he can remember it.

Table 2. Application of Memory Strategies Used by Good EFL Learners in Speaking

Memory
• They use new English words in sentences, so they can remember it
• They review school material at home

b. Cognitive Strategies

Cognitive strategies are the most used strategies that are used by participant. Related to cognitive strategies, the participants apply the strategies by watching movie and TV serials in English. They also practice a lot the

sound of English words. Student 2 and 3 practice with their friends in English club. Student 1, 4, and 5 always seek opportunities to practice speaking with English teachers or native speakers.

Table 3. Application of Cognitive Strategies Used by Good EFL Learners in Speaking

Cognitive
• They watch movies, and TV show in English
• They practice the sound of English

c. Compensation strategies

Compensation strategies are used to overcome their limitation in speaking. Student 1 and 4 would make up new words if they do not know the right ones in English. While student 3 seemes avoid the difficult topic. He chosed topic that he loves about, so he anthusiastically talk about it and help him to speak fluently. All the participant also use gesture and mime if they can not think of certain difficult words in English.

Compensation
• They make up new words if they do not know the right ones in English
• They use gesture and mimes
• They avoid difficult topic. The choose topic that they like to talk about

d. Metacognitive strategies

Metacognitive strategies are identified indirect strategies employed by the participants in learning speaking. In speaking class it is found that they pay attention when someone is speaking in English. Some of them also set goal in learning speaking to improve their learning.

Table 4. Application of Metacognitive Strategies Used by Good EFL Learners in Speaking

Metacognitive
• They set goals
• They pay attention when someone is speaking in English

e. Affective strategies

Affective strategies are second indirect strategies identified here. They refer to students' emotions, attitudes, motivation, and values. It is found that the participant try to control themselves when perform their speaking. They often say positive statements to conquer their fear. Some of them said that confidence and taking risk are the key to be successful in speaking.

Table 5. Application of Affective Strategies Used by Good EFL Learners in Speaking

Affective
• They take risks in practicing English speaking
• They say positive statement to themselves

f. Social strategies

The last strategies included in indirect strategies are social strategies.Related to social strategies, the participants realize that they need others to assisst the in learning speaking. Some of them always ask for correction in learning speaking. Practicing with other students, teachers, and native speakers. Student 3 said that online game have facilitated him to interact with other gamers, who are native speakers.

Table 6. Application of Social Strategies Used by Good EFL Learners in Speaking

Social
• They practice English with friends, teachers and native speakers.
• They ask for correction

3. Factors Affecting Good EFL Learners in Using LLS for Speaking

Motivation	• Several of them want to study abroad, so it motivates them • These students think that English is important language to learn.
Previous Experience	• Previous school • International Youth ativity • English Competitions
Family	• Family support them to join competition • Family help them to practice
Learning Environment	• English Activities Community • Cooperative friends and teacher

The research findings resemble that good EFL learners use a wide range and various language learning strategies to improve their learning, especially in speaking. It is supported by research conducted by Uslu et al.(2015) and Gufron (2018) stated that learning strategies are useful and helpful in learning English as a foreign language. Learning strategies also bring the students to reach good achievement in improving their speaking skill.

Good language learning strategies should be recognized and used by EFL students. One of the factors contributing the success of foreign language learning is the role of the learners in the process that is recognizing and using good language learning strategies

(Brown, 2001, p.59). Besides, good language learning strategies shoud be recognized by EFL teachers. By recognizing those strategies, teachers can introduce their students about the strategies, then encourage them to use them effectively.

CONCLUSIONS

Referring to the research findings on learning strategies used by good EFL learners in speaking English, the conclusion are as follows:

1. Good EFL learners use various strategies in Speaking Skill. They select those strategies that fit them the most.
2. Good ELF learners use the strategies in their pre- learning, during leraning, and post learning.
3. There are two main factors that encourage them to use those strategies. Internal factors include motivation and previous experience. External factors cover family and learning environment. It is vitally important for students to select positive environment to support and facilitate them in learning.

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