LEARNING SPEAKING STRATEGIES IN PERSONAL EXPERIENCES: A NARRATIVE INQUIRY

Muhammad Wakhid Qomari
English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: mukhammadqomari@gmail.com

ABSTRACT

This research is aimed to (1) explain what experiences of learning English speaking have been important to the participant; (2) to explain how the experiences construct the participant's Speaking Skills in EFL context; and (3) to explain what can be learnt from the experiences of this learning English speaking. To conduct this research, the researcher use narrative inquiry, to understand the lived experience of an individual. A participant, named Karjo (pseudonym), participates in this research. He is willing to re-tell his lived experiences as studying at an English course institution in Pare, Kediri, East Java. To collect the data, the researcher uses semi structured (open-ended questions) interview. The data gathered, then, are analized through Clandinin and Huber (2010) way.

The results show that, firstly, there are some of the participant's experiences that are important in constructing his understanding about learning speaking strategies. The second, it is found that the participant used some strategies proposed by Oxford (1990) in learning speaking skills. The startegies include direct and indirect strategies. Direct strategies which are used by the participant are memory, cognitive and compensation strategies. Then, indirect strategies which he used are affective and social strategies.

Key Words: language learning strategies, speaking, narrative inquiry

INTRODUCTION
Bacground of the Research

In this global era, English is one of languages, named lingua franca, which is used by the people all around the world to communicate each other. A man from any country can engage in any communication to another man from different country by using English. Because of this reason, English becomes important to understand. Jenkins (2009) states that English being used as a lingua franca means that it becomes the

common language of choice, among speakers who come from different linguacultural backgrounds.

In Indonesia, indeed English is as Foreign Language (EFL), where it is not common to use English as daily language in a common place and situation. English is used only in any situation.

There are four skills in mastering language. They are listening, speaking, reading and writing . However, according to some authors, speaking skill is the most important to master than the three other language skills. Some say that language skill mainly performed by speaking. The fluency of the speaker decides the width of interaction in any language society, because language is performed daily by speaking. It is why most of language learners study English to improve speaking proficiency (Riyaz and Mullick, 2016).

To master English, including speaking, a learner needs strategy, where it is well known as language learning strategy (LLS). Oxford (1990).in Hardan (2013) mentioned that there are two main classes of language learning strategies. Those are direct and indirect language learning strategies. The two classes of strategies are subdivided into 6 grous. Those are memory, cognitive and compensationate (direct); and metacognitive, affective and social (indirect).

In Oxford's classification, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirments such as confidence, while social strategies lead to increase interaction with the target language. Cognitive strategies are the mental strategies the learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.

Reserach on learning styles and strategies of effective language learners has been conducted by Wong and Nunan (2011). This two authors present the results of a comparative investigation into the learning styles and strategies of effective and ineffective language learners. They conduct a quantitative research to which the participants are one hundred and ten undergraduate university students in Hong Kong. The participants are categorized as 'more effective' or 'less effective' learners. They revealed key differences in learning strategy preferences, learning styles and patterns of language use. They stated that the dominant style for more effective students was 'communicative' while for less effective students it was 'authority-oriented'. They also stated that more effective learners were

oriented to more communicative. More effective learners also spent significantly more time practicing English out of class and enjoyed learning English significantly more than less effective learners. They also conclude that attitudes towards language and learning are the key differentiating factor between more effective and less effective learners. More effective learners see language as a tool for communicating rather than as a subject on the curriculum to be mastered for the purposes of examination success. They enjoy learning English, and display a degree of autonomy in terms of the strategy choices they make and the amount of time they are prepared to practice their English outside of the classroom.

Then, research on learning strategies and language learning achievement has been carried out by Lin (2017). By conducting quantitative research, he tried to reveal the relationship between strategy use and language learning achievement among intermediate Chinese L2 learners. The findings suggest that initiative, communicative orientation, and risk-taking are good behavioral predictors of achievement in learning Chinese as a second language. He also uncover that the high-achieving group oftenly used compensation and social strategy. High-achievers rarely use of cognitive strategies, which is commonly used by language learners overall.

However, research on speaking learning strategies has been carried out by Abrar (2019). He researched 2 Indonesian students studying at the United Kingdom university. In the research, Abrar found that Indonesian students studying there were able to adapt quickly even though they were in the Northern Irish (NI) environment which had a slightly different accent. In the findings, Abrar stated that language-related issues, such as pronunciation, grammar, fluency, vocabularies, and accent are the major issues for their speaking. Both participants argued it is difficult to understand their NI classmates words because the way or accent they speak is different from what they have previously learned / heard, especially their intonation.

What is noted in Abrar's research is that the context of the research is Indonesian students studying abroad, so the challenge is the accent of local native English. Meanwhile, research on language learning strategies in speaking skills has also been carried out by several researchers whose objects are students studying in Indonesia. Gani, S. A., Fajrina, D, and Hanifa R. (2015) compared learning strategies used by low and high performance speaking students in developing their speaking skills. They stated that the result of this study indicated that high performance

speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students.

Putri (2014) wrote a thesis that examines herself about her experience of applying language learning strategies in the learning speaking skills process. She has used qualitative narrative inquiry research in her thesis. She took her time at junior high school until undergraduate dgree. In the context of the place, she considered that the modern islamic boarding school help her in learning English speaking skill, because it provides some language activities so that she could express English there.

From the results of researches which are presented above, it is clear that some researches using context of place in studying abroad, some other proposing islamic boarding schools, some other differentiate low and high performance speaking students, but it is still scarce to find a narrative inquiry research which focus on an individuals who have experiences implementing language learning strategies in the context of developing speaking skill in a course. Therefore, in thi research, the researcher will construe a non formal teacher's lived experiences in implementing language learning strategies in improving speaking skill.

The Significance of the Research

This research is aimed to give a description of the learning strategies which are used by the participant in learning English speaking. The result of the research are practically expected to the reader to understand about language learning strategies. Further more, the readers (either teachers or students) who uncover the outcome of this research are hoped to implement in class or out of class about language learning strategies to achieve the learning goals.

Review of Related Literature

Speaking is a process not only about producing sounds, but also process of communicating meaning in interaction context. Abrar (2019) states that speaking is an interactive process between speaker and listener, which involves producing, receiving, and processing information. Thus, speaking is a complex communication process, where simultanously people will produce words, involve feelings, and convey meaning to listeners.

In line with this concept, speaking a foreign language can be assumed as a communicative process in constructing meaning by using other native language. Because of using non-native language, the speaker

needs more effort to achieve a certain level of competence (Abrar, 2019). The speaker is required to reach certain level of vocabulary, grammar, phonology and semantic. By this, scientists say that one should master linguistic competence. Hedge (2008) states linguistic competence involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics.

Every learner, in some cases, has the same ways to solve the problem in learning process, but in other cases they are different to each other. Oxford (2011) in Lin (2017) defined that language learning strategies are "the learner's goal-directed actions for improving language learning achievement, completing a task, or making learning more efficient, more effective, and easier". Good learners will be able to manage strategies they use as learning. It could be vary from one learner to another.

In more detail, Oxford and Ehrman (1998) in Brown (2007) defined:

"second language learning strategies as spesific actions, behaviors, steps, or techniques ... used by students to enhance their own learning. They are contextualized "battle plan" that might vary from moment to moment, or from one situation to another, or even from one culture to another. Strategies vary within an individual. Each of us has a number of possible options for solving a particular problem, and we choose one- or several in squence- for a given "problem" in learning second language".

Liu (2010) classifies language learning strategies based on the authors: Wenden's (1983) classification, Dansereau's (1985) classification, Rubin's (1987) classification, Oxford's (1990) classification, O'Malley's (1990) classification, and Cohen's (2000) classification. However, in this research, the researcher will use Oxford's (1990) classification to be the theorical framework. Jones (1998) in Liu (2010) believes that Oxford has developed a system of language learning strategies that is more comprehensive and detailed than earlier classification models.

Oxford (1990) classified language learning strategies into two main classes: direct and indirect strategies, which are further subdivided into six groups. Liu (2010) explained that direct strategies, which "involve direct learning and use of the subject matter, in this case a new language" are subdivided into three groups: memory strategies, cognitive strategies and compensation strategies.

According to Oxford (1990) in Liu (2010), memory strategies such as creating mental linkages and employing actions, aid in

entering information into long-term memory and retrieving information when needed for communication. Cognitive strategies, such as analyzing and reasoning, are used for forming and revising internal mental modes and receiving and producing messages in the target language. Compensation strategies, such as guessing unknown words while listening and reading or using circumlocution in speaking and writing, are used by learners when a language task is beyond their reach, to make up for their incompetence in the target language so as to continue the communication.

According to Liu (2010) to explain Oxford's classification, indirect language learning strategies, which "contribute indirectly but powerfully to learning", are also subdivided into three groups: meta-cognitive strategies, affective strategies and social strategies.

Meta-cognitive strategies help learners to regulate their learning through planning, arranging, focusing, and evaluating their own learning process. Affective strategies enable learners to control feelings such as confidence, motivations, and attitudes related to language learning. Social strategies, such as asking questions and cooperation with others, facilitate interaction with others, often in a discourse situation.

METHOD
Methods of Data Collection

To collect the data, the researcher considered several criteria. Firstly, to achieve the goal of meaningfull research, the researcher select the participant who has advance level of speaking skill. It is shown by his mark transcription, as still study in Pare, which he got A mark from elementary till advance level of speaking. It is done to ensure that the participant is reasonable to be researched. And today, he become an English teacher at the course institution.

Secondly, The researcher interviewed the participant by zoom meeting and he recorded the interview. The researcher used semi structured (open-ended questions) interview to get narration of lived experiences of the participant in implementing language learning strategies in improving his speaking skill. He did the interview and followed the interview by sending messages by Whatsapp, as there were some gaps he should know.

Before doing the interviews, the researcher had some informal communication to the participant to collect the data of his background of study, the context of place and time he studied English, and the last asked

for permission to be willing to became the participant of this research. the researcher also told his focuss of research to the participant at the beginning process.

The lived history narrtive interview protocol include three sections: a) the significant things of experiences of learning English speaking; b) how these experiences construct the participant's skill in learning English Speaking in EFL context; and c) what can be learnt from the experiences of this learning English speaking.

After doing the interviews, the researcher transcribed into field text. The transcription, then, became the main data to be analyzed.

Research Aproach

The researcher conducted this research in narrative inquiry to understand the lived experience of an individual (Ary, et al., 2010). Moreover, Creswell (2007) in Ary, et al. (2010) states the narrative typically tells the story of an individual in the chronology of experience; is set within a personal, social, and historical context; and includes important themes in the lived experience.

Data in narrative research may come from primary sources or secondary sources. Primary sources can be participant recolection and secondary sources can be document written bay the participant. Data could be gathered from interview with an individual or family members, written records such as diaries, journals, letters, blogs, created artifact, e-mail exchanges, memos, photographs, memory boxes, audio recordings, story writing, or other personal, family or social artifacts (Ary, et al., 2010).

The research design of this research follows what Clandinin and Huber (2010) said. The design includes: Justification (personal, practical and social justification) and naming the phenomenon (framing the reseach puzzel, to being in the field, to composing field text, and finally to composing research text).

Participant's Profile

The participant in this research is a teacher at a non-formal course institution in East Java. He is also the researcher's class mate at Master's Degree English Education Program at Unisma Malang now, who at the same time is on progress to finish his Master's degree program. His name is Karjo (pseudonym). He is willing to re-tell his experiences as improving his speaking ability during his S-1 degree until moving to get a course. Firstly, he took a course at the institution where he is teaching now. Because of his ability achievement, he then registered to the institution as a teacher.

One thing, to make this research important, is that his experiences in improving his speaking ability to get advance level. It is shown by his mark transcription, as still study in Pare, which he got A mark from elementary till advance level of speaking. As he said: "I made much improvement of my speaking skill as I got course at Pare. When I studied at University, I didn't make much improvement. I just could speak but I didn't know whether it is correct or not, but as I took course at Pare the sistem insisted me to make progress. Every day I memorize words and look for at dictionary the way to pronounce it if I got difficulty to speak." From this concise expression, the researcher can take an insight what language learning strategies that he used to improve his speaking skill.

Research Questions

This research is intended to answer questions such as below:

a) What experiences of learning English speaking have been important to the participant?
b) How do these experiences construct the participant's speaking skills?
c) What can be learnt from the experiences of this learning English speaking?

NARRATIONS AND DISCUSSIONS

Narrations

To present the participant's learning experiences, the researcher makes some codes that lead the theme of language learning strategies, especially on speaking. However, the researcher found that the participant's speaking skill condition as he was at senior high school and university, which he said that his speaking skill had not been good yet.

Only, after he registered to an English Course Institution in Pare, Kediri, East Java, he made very significant progress on his speaking skill. From the story, the researcher could find priceful thing about language learning strategies used by the participant so long as his study at Pare.

"My speaking was not too good at senior high school till university"

"My speaking was not too significant at senior high school, because at that time I rarely practiced speaking. Perhap, at that time, my English was more in writing. So, if it was scored in senior high school, I didn't think my speaking was good. *Even, it was not seen yet. Speaking score in senior high school was not available. My skill tended to written, maybe, tended to grammatical point of view.*

My speaking score during college was not bad, because in several times of the speaking class I got good scores. There were A scores and some other were B scores. If I can say, there were 4 speaking classes, so I got twice A and twice B. **Unfortunately, although at that time I got good enough scores, I still wasn't sure about my speaking skills. I thought there were still many limitations. When I was in college, I still didn't find my speaking skills yet.** It wasn't exercised yet. So long the moment of high school to college, I thought, at that time, even though my speaking grades were a bit good, I felt that my speaking skills in English were still far from proper.

"I Took Course Called the Basic Training Program, Everyday speak English"

I attended senior high school from 2009 to 2012 and continued my studies at the university from 2012 to 2017. After graduating from college, in 2017 I went to Pare, Kediri, East Java. **At that time I took a course called the Basic Training Program.** That's the name of the program. And the program needed four months to run. **Basic Training Program or abbreviated as BTP needed four months of the learning time. The program includes pronunciation, vocabulary, speaking, and learning grammar.** But the grammar was not the complete one. The grammar was only to help my speaking. **I learned five tenses. The five tenses are simple present, simple past, perfect, future, and continuous.** It was initially from the first month to the second month.

The differences between studying on campus and in coursework institutions are significant. They were much different to one another. So, when I was at the campus, I still often communicate in Indonesian. Even though the department was English, most of the lecturers still speak Indonesian. That was the difference that stands out the most. **In Pare, every day uses English. It means every day we speak English. Although a little bit, there is a habit of English. Whether from the teachers, friends or the environment, we always practice English every day.**

So when I first went to Pare, during the first month, my English was still rigid too. However, **the program was very helpful. For example, as we learnt pronunciation, vocab, speaking, and then grammar, usually during the first hour we learn vocabulary. So we memorized it first.** We memorized it, then we also learned how to pronounce the word. It was like it. **The way to pronounce the words was guided by the tutor. So the technique or method is proper like TPR (Total Physical Response).**

There you have it, like repeating. **The method is still traditional, but it was run in a funny way, so that's what makes it different, in my opinion. So it seemed that there was no pressure when I have to memorize vocabulary.** *So we enjoyed it. Memorizing or not memorizing there is no stress.*

After the basics, the next level is intermediate. **When I was in basic, I got more time to memorize a lot of vocabulary.** *However, the basic program is in a month. So it's like memorizing daily vocabulary. Those are vocabs which are often be used. It was run for one month.*

In the second month, some functional expressions and idioms had been introduced. *The way to learn in the second month was like that. So the level of vocabulary was a bit more difficult. The first month is like everyday vocabulary like sweeping, cleaning, like that.*

In the third month, I started learning grammar. *So we learned grammar three times. So I learned grammar twice, then reviewed, then I continued to learn speaking once again. But the focus was on grammar.*

"I Asked in Indonesian and You Answered in English"

Regarding how to memorize words in class, we usually do it by face to face. Like Indonesia-English. That means we are in pairs. *For example, I and you. I asked in Indonesian and you answered in English. Examples, I said "menyapu bahasa Inggrisnya apa?" then you answered "sweeping". So the memorization process is like that. So in pairs.* **If I have to memorize it myself, I will have a hard time.** *Even if there is no class, we still have to do it in pairs. We had to look for a partner. I can't teach myself. Moreover, memorization was difficult for me.* **Or usually, when outside of class, I usually watch video in Youtube, then open the music, look at the lyrics, then there's vocabulary. When I found vocabulary that I didn't know the meaning in Indonesian, then I looked up in the dictionary.** *Now that's my way of memorizing too.*

When I find words in English, I can identify the way to pronounce the words

Well, because pronunciation is learning symbols, right, we were taught phonetic symbols. To make sure my pronunciation was correct, I usually opened a dictionary. *The usual phonetic symbols were taught. So it was like there are vowel-consonant sounds. The usual sounds.*

However, the drillings were delivered more. Because the drillings, we were usually asked to read a dictionary. The drillings were also guided by the tutor. *For example, I am the tutor and I tell him, "Try opening the dictionary to this page, let's read it. Look, pay attention. That is work." So the drilling is a lot.* **Well, on the vocab paper, there is a phonetic symbols. There are three parts in vocab paper for memorization: the first is the vocab, then the phonetic symbol, and then the meaning.** *There are three lined up.* **So, when learning vocab, I also learn pronunciation as well. So that's why I think it's fast. That's because learning those symbols, learning vocab and so on. Finally when I find words in English, I can identify the way to pronounce the words.** *"Ooh this looks like the way to read like this". And it seems natural like that. I don't know the pattern is like that either. Yes, it's because I often do it.* **Finally, in pronunciation, I'm good because I learn phonetic symbols and often learning vocab. But not only memorizing the words, we also know how to pronounce it. It finally brings me to the condition if I find a word the I know that the way to read it is like this.**

We just speak out because there's no pressure

In Pare, self-confidence is emphasized. *So,* **as in the basics, I rarely speak in front of the class.** *Rarely.* **Or talk to the teacher. So, most of us still chat with classmates.** *And it does work.* **I mean it is good because it is like we have no doubts if we want to be wrong.** *We don't take care of mistake. We still communicate with friends. We're still learning together.* **So, there's no pressure either.** *There's no pressure so it's like we just speak out because there's no pressure.* **Then, the tutors rarely make corrections too as I talk to my friend. They are like watching first, analyzing the class, then later when it's finished, maybe before the lesson is closed, the tutor tell us some correction of our pronunciation.** *"Someone said something like this, but it should be like this". But, it's rarely corrected when we are talking. It is only at the last time, the tutor make correction.*
Usually, I just go ahead, because I already have confidence. I just said what I know. *Then,* **as I had doubts about the way to pronounce a word, I would definitely check it in the dictionary.** *That's what I oftenly do. I often check in the dictionary.* **Such, as I checked in the dictionary, I saw the symbol then I found that my reading was wrong, then I should read it like this. Then, after that I must have pronounced**

correctly. *Every time I found some words that I doubt, I'll definitely check how they are pronounced in the dictionary.*

I'd never planned my study at the time

I'd never planned my study at the time. It was the course institution which planned it. That's why when I took the course there were five meetings in one week, Monday to Friday, right? So, usually on Friday, we had our evaluation. *Every weekend there is an evaluation. Either we had evaluation of vocab, pronunciation, speaking, grammar and so on.* **So the evaluation came directly from the institution itself every week.** *So we could know the progress, right. It was directly evaluated by the tutor. Like, evaluation for memorizing the vocab was held every week.*

I have to be able to speak. That's what keeps me motivated

So long as in Pare, in my opinion, what I experienced was that English was not difficult. *I don't think it's difficult. So maybe because when I was on campus I did not have motivation.* **It seems that motivation keeps me away from good progress on campus.** *I had no motivation.* **It happened because in the beginning most of the students were in the wrong department. Another reason was because they were insisted by their parents to take English or else.** *That was the problem during my college. So, that was the problem.* **There is no motivation at all when studying English. However, when I was in Pare, I just found out that English was not as difficult as I imagined. The problem was because I wasn't motivated yet.** *Yes that was the problem then. Usually most students are not aware either.*
Because I graduated from English, I automatically have to have good speaking skills. Because automatically our students will see the teacher, yes, by speaking. *Good speaking.* **Good pronunciation. Good sentence formation. So I thought that way. I imagine if later I become a teacher, but my pronunciation is lacking, how will that be?** *It's for students too.* **So my motivation is due to teaching, so that later when I teach, the children will be motivated.**

My weakness so far is not about I don't understand English, but my lack of confidence

Initially, **in the first month, students were still hesitant. They were not confident at all.** Not only in Pare but also when we are in campus it is also happened. As I was in campus I was also not sure yet. **Yes, our over thinking was that when we spoke English, then our friends laughed at us, becouse our pronunciation is bad. In the first month, I learned a lot at Pare. There, I saw that many students whose English is not very good, but they are brave, you know. Their vocab is still minimal and their pronunciation is still lacking but they are so brave, you know, to reveal their intention. It means that their self-confidence is high. So from there I learned, oh it means that my weakness so far is not about I don't understand English, but my lack of confidence.** At that time I learned a lot. **After then, I started talking a little bit. Without thinking much about mistakes**, I learned a lot from my friends. **The tutors also gave motivation at that time. And also they supported us because it is true that in Pare self-confidence was the most taught. And indeed self-confidence is important. The most basic thing is to have self-confidence, because there are many students whose pronunciation was bad, but because they are confident, so they could communicate, even though the pronunciation is still lacking.**

Teachers do have a very important role, friends are also very influential

From the teacher first. **In my opinion, teachers do have a very important role.** Well, **what I found in Pare and what I didn't find at school and on campus was like the teacher's way of teaching, you know**. So in Pare, what are the teachers like? **As the teacher teaches, it seems like we don't have any pressure.** It's different from school. When the teacher enters or the lecturer enters, it is like I'm scared. So that's what we didn't find on campus and I found it in Pare. **The teacher really enjoyed it. Like we were between students and teachers there were no boundaries, there were no gaps, so communicating was better.** In Pare, **I wanted to ask the tutor anything, the tutor was welcome and we were not afraid.** That's from the teacher's point of view.

In terms of friends, it is also very influential because we practice with friends every day. And I was living in the dorm at that time and

the dorm was in English. So to whom we want to chat with. We must chat with friends. So my friends are also very supportive.

Teaching material books are also very supportive for speaking development because they contain vocab, pronunciation symbols and meaning. Drilling is also in the teaching material book."

Discussions

Based on the narrations above, the researcher restated here that Karjo's lived experiences to improve his speaking skill seemed to be as he entered english course institution in Pare. In Pare, he learnt a lot from his experiences.

Firstly, he said that he did not have significan progress as he was at senior high school and at university. However, as he registered himself at english course institution in Pare, espesially to follow program named Basic Training Program, he experienced much progress. He took the prgram for four months. The program delivered study of five tenses which support speaking skill: simple present, simple past, perfect, future, and continuous. Through this program, he was also taught about vocabulary, pronunciation, speaking and grammar.

Karjo told that in Pare, every day he could practice English. He felt that he got the right place to express his ability. By this condition, he could practice English freely. O'Malley and Chamot (1990) in Wong and Nunan (2011) stated that learning strategies are the specific mental and communicative procedures that learners employ in order to learn and use language. Every task and exercise will be underpinned by at least one strategy, although in most classrooms learners are unaware of these strategies. Oxford (1990) in Gani, Fajrina, and Hanifa (2015) points out learning strategies are specific actions taken by learners to help their own learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable. By employing the right strategies, the process of learning the language will improve significantly.

In Pare, every day he uses English as media of communication to his friends, teachers and his environment. Through the Basic Training Program, he was taught the basic thing in English. He learnt pronunciation, vocabulary, speaking, and grammar. During the first hour, he learnt about vocabulary through technique of Total Phisical Response (TPR). He should memorize a lot of words, but he confessed that he did not feel scared. The class was carried out by funnyly. Moreover, he said that his coming to Pare

did not for value, but for skill, so he did not care whether or not his value is bad.

Regarding how to memorize words in class, he told that it was run in pair. Two students were face to face to exchange question. One student asked in Indonesia about any word, then another student answer it by using English. This way could enlighten him to memorize words. When he found vocabulary that he didn't know the meaning in Indonesian, then he looked up in the dictionary. According to Gani, Fajrina, and Hanifa (2015) by explaining Oxford's classification (1990), this strategy is based on memory strategy: strategies that help learners store and retrieve new information. Moreover, according to Oxford (1990) in Liu (2010), memory strategies such as creating mental linkages and employing actions, aid in entering information into long-term memory and retrieving information when needed for communication.

In case of memorization, he confessed that learning phonetic symbols give him much impact of his speaking progress. Through learning phonetic symbols, he got the pattern to pronounce the words in English. Moreover, the tutor gave him much drilling about pronouncing words, phrases, and sentences helped him to improve his speaking skill. Finally, he could elaborate the pattern from one word to other words. He then, confidently explore his ability to memorize many other words. Every he found words which have the same pattern he would pronounce itu such as the pattern. In this stage, he has practiced cognitive strategies: strategies that enable learners to understand and produce new language by many different means Oxford's (1990) in Gani, Fajrina, and Hanifa (2015). Oxford (1990) in Liu (2010) stated cognitive strategies, such as analyzing and reasoning, are used for forming and revising internal mental modes and receiving and producing messages in the target language.

Studying in Pare, he felt that self-confidence is emphasized. It is why for the basic students, they were not insisted to speak in front of the class. He told that as he was the basic level, he just talked to his friends. He did not care about falsity. And then, the tutor also did not directly correct the students fault as they make mistake in pronunciation. The tutor would watch the class, analyze, then just as the class about to finish, he would gave some corrections. Because of his self confidence, Karjo would speak a lot, but only as he found a word that he doubt to pronounce, he then looked for dictionary to see the way to pronounce it. Through this, Karjo has implemented affective strategies: strategies that help develop self-confidence (Oxford, 1990 in Gani, Fajrina, and Hanifa, 2015).

Regarding to control his study, Karjo confesed that he never did it. As studying in Pare, he never planned, arranged and evaluated his study by himself. It was the course institution which plan, arrange and evaluate the class.

So long as in Pare, he experienced that English is not difficult. Before he went to Pare, his big problem was that he did not have motivation to master English. He said that English as wrong departement for him or it was just the way to obey his parent. However, when he was in Pare, he just found out that English was not as difficult as his imagination.

His motivation to master English, especially in speaking, is that because his major at S-1 degree is English for education, so he initiated to be able to English shown by his speaking. By this, Karjo has shown that he has implemented affective strategies. Affective strategies assist students to manage their emotions, motivation, and attitudes associated with learning. They can be achieved through lowering anxiety, encouraging oneself, and taking emotional temperature (Zare, 2012).

In Pare, Karjo learnt a lot from his friend. Although many of his friends had minimal vocabulary and bad pronunciation but they are brave to convey their intention. So from there, he bewared that his weakness so far was not about not understanding English, but his lack of confidence. The tutors gave him motivation at that time. The most basic thing was to have self-confidence, because there were many students whose pronunciation was bad, but because they were confident, so they could communicate, even though the pronunciation was still lacking.

Karjo confessed that teachers' role was very important as he studied in Pare. What he found in Pare and what he didn't find at school and on campus was like the teacher's way of teaching. As the teacher taught, it seemed like he did not have any pressure. The teacher really enjoyed to run the class. Such as, the students and teachers there were no boundaries, there were no gaps, so communicating was better. Oxford (1990) in Zare (2012) stated social strategies facilitate language learning through interactions with others. Language is a form of social behavior and learning it involves other people, and it is extremely important that learners employ appropriate social strategies in this process.

In terms of friends, it was also very influential because he practiced English every day with friends. Moreover, he was living in the dorm at that time and the dorm was in English. So, he must chat with friends by English.

In general, the finding of this research supports the previous researches. Putri (2014) uncover that her lived experiences in improving

speaking skill through some strategies proposed by Oxford (1990). While Putri was experiencing all strategies; direct strategies (memory, cognitive and compensation strategies) and indirect strategies (metacognitive, affective and social strategies), Karjo never implemented metacognitive. However, the language learning strategies could be implemented well both in the boarding school and in the English course. The places could be meaningful if the learner could optimize using learning strategies.

1. **Conclussions**

This research is aimed to describe how the participant learned English speaking skills by using learning strategies. The result of this research supports the results of Putri's (2014) research. It should be stated in this research that the resources of the data are gathered from an interview with an English teacher at an English course in Pare, Kediri. The participant tells his personal experiences as learning English speaking, especially, in an English course in Pare, where he become a teacher today.

The conclussions of this narrative research are, firstly, there are some of the participant's experiences that are important in constructing his understanding about learning speaking strategies; especially when he learned English speaking in an English Course in Pare, East Java.

The second result is found that the participant used some strategies proposed by Oxford (1990) in learning speaking skills. The startegies include direct and indirect strategies. Direct strategies which are used by the participant are memory, cognitive and compensation strategies. Then, indirect strategies which he used are affective and social strategies. The use of the strategies is different based on the context. As initially to memorize any word, the participant used memory strategy. Then, as to develope his speaking skills, he used cognitive strategy by elaborating words in his memory. Indirect strategies also have important role in improving his speaking skills. Having good motivation and confidence make him try hard to speak. Having English speaking peaople environment support his speaking skills improvement.

Finally, through this research the researcher found that English course in Kampung Inggris in Pare, Kediri, East Java very important for the participant to develop speaking skill. It provides time and place for him to learn and practice English. Unlike his previous experiences as in senior high school, in Pare he found a lot of students who have the same level of speaking skill with him, but they could speak freely. It motivated him to develop his speaking skill. In Pare, he became more confident to speak

because he had a lot of friends to practice without bearing of fault and friendly teachers who could help him to correct his fault in speaking.

REFERENCES

Abrar, M. (2019). Re-telling: a narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom university. *Indonesian Journal of Applied Linguistics*, 8(3)

Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education Eight Edition. Wadsworth.* Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Brown, H. D. (2007). *Principles of language learning and teaching, 5th Ed.* New York: Pearson Sducation, Inc

Clandinin, D. J. & Huber, J. (2010). Narrative Inquiry. Elsevier Ltd.

Gani, S. A., Fajrina, D, & Hanifa R. (2015). Students' learning strategies for developing speaking ability. *Studies In English Language And Education (Siele Journal),* 2(1)

Hardan, A. A. (2013). Language learning strategies: a general overview. *Procedia - Social and Behavioral Sciences*: 1712-1726

Hedge, T. (2008). *Teaching and Learning in the Language Classroom.* New York: Oxford University Press

Jenkins, J. (2009). English as a lingua franca: interpretations and attitudes. *World Englishes*, 28(2)

Lin, J. (2017). Language learning strategy and language learning achievement: an empirical study among intermediate chinese l2 learners. *Chinese as Second Language*, 52(2)

Liu, J. (2010). language learning strategies and its training model. *International Education Studies,* 3(3)

Putri, N. K. (2014). *The learning speaking skills strategies in my personal experiences: a narrative inquiry.* Unpublished thesis. Malang: Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang

Riyaz, H. & Mullick, A. P. (2016). Problems in learning english speaking skill: a study of higher secondary students in Srinagar, India. *International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS),* (3) 2

Wong, L.L.C. and Nunan, D. (2011). The learning styles and strategies of effective language learners. *ScienceDirect* (39): 144-163

Zare, P. (2012). Language learning strategies among efl/esl learners: a review of literature. *International Journal of Humanities and Social Science.* 2(5)