

EFL STUDENTS' SPEAKING LEARNING STRATEGIES DURING AND AFTER PANDEMIC

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Abstract

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.

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

INTRODUCTION

At the end of January 2020, the World Health Organization (WHO) declared a Covid-19 pandemic around the world. 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. 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. (Susanti et al., 2021) Speaking is an important skill to develop when learning English. Therefore, of course they create their own strategies during the pandemic to improve their speaking skills. Based on Iksan, M., & Febrianti, A. (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.

There are several previous studies related with this study, the researcher found some relevant researches. There are three types of researches. The first research was conducted (Basalama et al., 2020) in their research was investigated students' learning strategies in English speaking class. The result showed that the students' of English department applied almost the learning strategies which provide on the metacognitive, cognitive, and socio-affective strategies while learning speaking.

The second research was conducted by Iksan, M., & Febrianti, A. (2021) their research was explain the language learning strategies: how English department students learn speaking skills during pandemic. The finding of the study showed that 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 for the most frequently used strategies are metacognitive strategies.

In the same year, (Marlin et al., 2021) tried to investigate students' language learning strategies during online learning: how they deal with speaking ability. The result showed that 63 (95%) of students used metacognitive strategies in the form of centering learning process, arranging, and planning learning strategies. Moreover, 61 or 91% of students applied practicing, receiving, and sending messages of group cognitive strategies to motivate them to practice their speaking ability during online learning. Furthermore, less than 80 % applied social, memory, affective, and compensation.

Related to the previous studies, this research investigates "*EFL students' speaking learning strategies during and after pandemic*" which different from previous studies. The difference is the researcher explains in more detail as regards to what are speaking strategies used by students during and after pandemic and what are strategies that students still use 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.

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?

RESEARCH METHOD

The researcher used a descriptive qualitative design. The participants of this study were 30 English students in 3th semester of the English Education Department. Those, the participants' real name are changed to pseudonym. A set of complete and valid data analysis was collected using three of instruments, there are questionnaire, interview, recording and documentation. The questionnaire was used to collect data from the participants to answer the first research question about EFL students' speaking learning strategies during and after pandemic. The questionnaire was adopted from (Marlin et al., 2021) under Strategy Inventory for Language Learning (SILL), there were 50 closed-ended questions during pandemic speaking learning strategies, the questionnaire with six dimensions of strategy; memory, cognitive, compensation, metacognitive, affective, and social strategy. In this study the researcher used the Likert Scale as the measurement. For each statement, there are five columns for during pandemic with range scale: never, rarely, sometimes, usually, and always and also after pandemic with range scale: never, rarely, sometimes, usually. Before the questionnaire is answered by the participant, they would be filling out their identification data, such as name, Npm number, and class. The researcher also provided direction on how to fill in the questionnaire on the questionnaire papers that researcher shared before they fill it. The second instrument was semi-structure interview to answer the second research question about problems faced by students and the strategies they used while interacting in speaking class after pandemic

The analysis technique deals with the analyzing the result of the questionnaire. By calculating the raw data from the questionnaire into percentages, the percentages are obtained from each component. The findings of the data have been represented descriptively. According Sugiyono (2015) the formula of the percentage calculation is as follows:

$$P = \frac{F}{N} \times 100\%$$

Notes:

F = the number of the students based on the degree of agreement

N = the number of all the students

P = the percentage of the certain option chosen by the respondents

Analyzing the data of the interview was the last section after the interview sessions. An interview is a one-on-one interview interaction with a specific goal in mind.

FINDINGS AND DISCUSSIONS

Findings

The EFL Students' Speaking Learning Strategies used During and After Pandemic

The first finding of this study is the EFL students' speaking learning strategies are they used during and after pandemic. The researcher analyzed the EFL students' speaking learning strategies are they used during and after pandemic with questionnaire.

Memory Strategy

In this part of the memory strategies questionnaire results showed that the students used the same strategies to improve their speaking skills during and after pandemic. The questionnaire showed that 60% and 50% during and after pandemic the students always using the song lyrics to remember new English words and to memorize the English words by writing them on Instagram, Facebook, or writing them on memo books or handphone notes. These strategies are essential for the students to be easy to recognize English new words through online platforms. However, 50% and 53,3% during pandemic and after pandemic the students attempt "usually and always using the English words in a sentence so they can

remember them, using this strategy they can remember the new English words by using them in sentences that they write. In addition, 36% and 40% of the students, during and after pandemic they always using electronic dictionary to search new words that they find. These findings demonstrated that the students usually remember new English words using lyric song and also write them in sentences and also on some online platforms such as Instagram, Facebook, memo books, or handphone. Also, they using electronic dictionary to search the meaning of the new words.

Cognitive Strategy

The finding of the questionnaire revealed that 50% and 33,3% during and after pandemic the students depicted “always” used to practice their speaking skills by watching Hollywood movies and English TV shows and repeating to know the styles or accents of the language learning. Also, in this part, during and after pandemic they always practice like native speakers with their selves. Also, they using this strategy even after pandemic and practice with their friends in the classroom to enhance their speaking ability. 43% and 33,3% of the students usually read novel or English articles on the internet. The other strategies that they always use during and after pandemic are, they always find patterns in English on the internet by YouTube or Google and also usually make notes or write messages in English by using WhatsApp, Instagram, or Facebook. Similarly, they also applied to not try to translate English word to word, always practice the verbal of new English word, practice to start conversation in English with friends or their own selves, looking for new words in English learning and also try to find patterns by youtube or goggle. These strategies provided the practices of the students to be effective and elaborate their speaking skills during and after pandemic.

Compensation Strategy

In this section, the finding shows that 56,6% and 66% during and after pandemic the students always used guessing strategies to learn the limitation of what the other people said in English. However, 56,6% and 66,6% during and after pandemic they always using gestures if they can’t think during the conversation in English. In this section, to understand unfamiliar English words and overcome language skills problems, the students during and after pandemic they always use gestures to deliver their thought in English and they always use this strategy if they can’t think what will they say during English conversation and also to reduce a limitation of the speaking ability knowledge.

Metacognitive Strategy

Students use many memory strategies to motivate themselves in learning both online and offline learning to manage the language learning process and improve their abilities such as vocabulary, pronunciation, grammar, and fluency. The finding proved that 50% and 40% the students during and after pandemic that they attempt “always” employed centered learning process techniques to improve their learning speaking abilities by watching a film, watching YouTube, or listening to a podcast and paying attention to what the native English speaker was saying. They always have the motivation to improve their speaking skills even during pandemic. 50% and 66% the students during and after pandemic attempt “usually and always” that they notice their mistakes in speaking. The other strategy that they use in this section is always to find out how to be better learner of English through references on the internet even during pandemic or after pandemic to support their speaking ability. The last, 60% of the students during and after pandemic always have motivation to improve their speaking ability.

Affective Strategy

Developing students’ language, emotional demands when learning speaking skills demonstrates that during pandemic 66,6% and after pandemic 40% the students “usually and always” employed encouraging strategies for learning to increase their ability to speak

English when they did not know the meaning of the words. The other strategy is during and after pandemic or 60% and 40% of the students attempt “always” listening to the radio, or listening to English music that can help them decrease anxiety, concern, or fear of speaking. So in this part, during and after pandemic the students use the strategy that encourages their selves to speak in English even though they don’t know the words but they try to speak and also using the listening to the radio or English songs to reduce their fear, concern, anxiety when they speak in English.

Social Strategy

Students use social strategies to interact with other people to obtain the target language and understand the meaning of English words. The result demonstrated that 50% and 40% the students during and after pandemic attempted always used asking questions strategies to learn English with other friends or groups. They were usually using this strategy when they misunderstood English words or followed the English learning process during and after pandemic or online and offline learning.

How do EFL Students Apply Speaking Learning Strategies During and After Pandemic

Based on the findings, during the pandemic most of the students using two type of language learning strategies for speaking lesson there are cognitive, metacognitive and memory strategy.

The First EFL Student Participant

From the student's answers, students applied a language learning strategy, namely reading webtoons in English to get lots of vocabulary. The following are participant statements:

“Since the Pandemic I have always read English webtoons on my cellphone and I still use this strategy to learn until now. From reading webtoons, I can find new words, then I look up the meaning in the dictionary and use them when I practice alone at home or in class. I also always record important points from my lecturers, so I can apply them in conversations”

Participants have implemented English learning strategies by reading webtoons since the pandemic. The participant admits that by reading the webtoon he can find new words in English so that this can add to his English vocabulary. By learning English through reading English webtoons, students can learn English anywhere and anytime, and don't forget to practice their language skills by practicing speaking English. Participants sometimes watch various videos on youtube or search the internet how to speak properly as stated by the participant:

"Sometimes I watch various videos on youtube or search the internet on how to speak properly."

To improve or learn how to pronounce English words, participants decided to learn from the internet by watching some videos on YouTube.

The Second EFL Student Participant

From the students' explanations, it is known that students apply the strategy by learning with fellow students in class. The statement is detailed below:

“Usually I learn more from other students like smart students because they are more active in class and they always use English well so, I learn from them and examples when they speak English and I get some words that I don't understand. I don't understand what those words mean, so I look up the word in the electronic dictionary and I always pay attention when my lecturer speaks English.”

Participants confessed that by paying attention to smart students in class who speak English well, participants get some new words in English and then look up the meanings of these words in the electronic dictionary. Participants also paid attention to lecturers who explained carefully in English when in class.

The Third EFL Student Participant

From these student statements, students apply language learning strategies by reading many short stories and articles in English on the internet, participant narrated as follows:

"Usually I start with small things like reading a lot of short stories or articles in English on the internet to find new words, and use these new words in the sentences written on the memo"

The participant stated that he made it a habit to learn English by starting from small things such as reading short stories or articles in English on the internet. That way participants can find new vocabulary and use these new words. Participants also implemented other strategies such as listening to music, watching videos or podcasts. as mentioned below:

"I also listen to English music, watch English videos or podcasts in English and some tutorials on speaking English properly such as videos from Instagram or Tik-Tok which contain learning English."

Participants admitted that apart from reading they also chose several activities to learn English by listening to songs, watching videos, listening to English podcasts. Many video or audio tutorials in English can be found on the Instagram and Tik-Tok applications. This application can help students learn English anywhere and anytime.

The Fourth EFL Participant

From the student statements that students apply language learning strategies by listening to English songs and watching films. The respondent narrated as follow:

"Usually I listen to English songs and watch English movies to increase my vocabulary and then I try to practice it when I speak to myself to memorize it. Besides, I always write English text in English on my social media like Instagram or Twitter to improve my speaking skills."

To increase their vocabulary repertoire, participants chose to listen to songs and watch movies in English. So that the participants are more accustomed and don't forget easily, the participants use the new word by writing English sentences on social media such as Instagram and Twitter, besides that the participants also use the new word to speak.

The Fifth EFL Participant

From these student statements, students apply language learning strategies by watching YouTube videos as mentioned below:

"I always watch stand-up comedy from America on YouTube, the name is Fluffy. I always noticed when he spoke in English, the way he spoke was very pleasant and easy to understand."

Based on the statements of participants interested in learning English through the Fluffy YouTube channel. Participants were interested in paying attention to the way comedians spoke English because it was easy to understand and sounded fun. In addition, participants admitted that they joined the English club to learn English as described in the following sentence:

"During the pandemic I always joined the English club, so until now I still join the English club and I can train with all my friends there and have conversations with them. If during practice or conversation, I can't say what I want to say, I use gestures to say it."

To practice English skills, participants joined an English club so that participants could practice speaking with their friends in the club. However, when participants speak English they don't know what words to say, so they use body language to convey them.

The Sixth EFL Participant

From the student statement, the student implements the strategies by talking to own self in front of the mirror and if the students realize making wrong pronunciation of the words, the student will check it on mobile dictionary to make sure of the correct pronunciation. Also, during the class, the student always ask in English to improve self-confidence.

"I usually practice or make conversation in English with myself in front of the mirror. When I realize that I pronouncing the words wrong, I immediately check how to pronounce it correctly on my mobile dictionary. Also, during class I always encourage myself to ask in English in order to improve my confidence."

Discussion

In this section, researcher discussed further about the findings in detail. The discussion are focused on data or findings previously. Those findings are discussed in the following.

The EFL Students' Speaking Learning Strategies used During and After Pandemic

Based on the findings, English Department students in the third semester of UNISMA Malang, in the process of learning to speaking during and after pandemic, 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 used strategies category were cognitive strategies which from 14 categories, 9 categories were chosen by students. Followed metacognitive strategies in second place which from 9 categories the students chose 4 categories. The memory strategies from 9 categories the students chose 4 categories. Affective strategies from 6 categories the students only chose 3 categories, and the last used learning strategies were social strategies which 6 categories the students chose 1 categorie. According to Reid (2005) learning strategy is a process of how the students manage learning. She continues that the students require a learning strategy to respond inefficiently. Furthermore, strategies related to student's ability in applying a task. Thus, the knowledge of strategies determines success and failure in learning tasks. The approach or storage that students could engage in gaining knowledge is referred to as a learning strategy (Griffths, 2004; Weng et al., 2016). Students can utilize two language learning strategies to improve their speaking ability: direct strategy and indirect approach (Alias et al., 2012). These categories are divided into six strategies: memory, cognitive, compensation, metacognitive, affective, and social strategy.

The majority of learners have been affected by language learning strategies to overcome their difficulties in learning English as a foreign language. The investigated language learning strategies used by Ghuftron (2017) proved those language learning strategies, including cognitive strategy and social strategy, are helpful and valuable for students learning English as a foreign language and assist them in obtaining successful outcomes in enhancing their speaking ability. Then the finding is similar to Prabawa (2016) Who suggested that three methods, such as cognitive, metacognitive, and compensatory strategies, can be employed to influence speaking ability.

Students who want to improve their speaking abilities should employe strategy. The use of cognitive strategies in English learning could provide a positive influence on students' speaking ability such as receiving messages, practicing, analyzing, and reasoning for input and output learning (Kummin et al., 2020). This study was also similar to the finding by (Wael et al., 2018) noted that the cognitive strategy was the most frequently used in improving students speaking skills such as pronunciation, and vocabulary. It meant that students choose strategy as a way to gain new knowledge in overcoming speaking limitations or reducing anxiety. In addition, the finding of Jihad was supported by (Lirefeansari, 2016)

stated that students to be active in paying attention to language tasks, focusing on listening to the target language, self-monitoring, and seeking practice opportunities when using direct and indirect strategies in learning speaking.

How do EFL Students' Apply Speaking Learning Strategies During and After Pandemic?

Memory Strategies

In this memory strategy section, almost all students apply memory strategies by listening to song lyrics. Agustini (2021) argued that by listening to songs in English, students can broaden their vocabulary and understand the meaning of the song. And also read short stories, read webtoons in English, watch English content on Instagram and Facebook, and looking up the meaning of words in their electronic dictionary. Fahri and Juniarto (2019) stated that the media webtoon can help students to comprehend the text easily. Guo and Saxton (2018) also added that through the use of social media, students can access English content to practice their language skills, develop their vocabulary, and improve their pronunciation. Widowati and Kurniasih (2018) Many students learn English not only from books but also from music, students have many alternatives to learn English. Then write some new words in the memo and then put them in the sentences they make, they believe that using these ways to remember and memorize new vocabulary Furthermore, students can continue to improve their language skills through speaking practice, increasing pronunciation knowledge, and vocabulary mastery through social media platforms such as Instagram or Facebook (Sakkir et al., 2021).

Cognitive Strategies

Based on the results of the interviews, almost all students applied cognitive strategies by watching English films on YouTube, comedy shows, or other English TV shows, reading English novels or short stories on the internet, writing English texts on their social media accounts such as WhatsApp, Instagram, and Twitter. Sufidiana, Mustofa, and Nashir (2023) EFL students can benefit from YouTube, WhatsApp, and Skype to strengthen their spoken communication. Riswanto, Anita, Kasmairi, and Imelda (2022) explain that YouTube videos provide authentic English and more access to pronunciation, structure, vocabulary, and intonation to improve language comprehension and proficiency. Then from what they watch, they always practice it themselves, such as speaking alone in English or with friends around their house. They too, always practice pronouncing vocabulary that they just heard or watched before and another way to implement this strategy is by not translating what they read word for word when they read novels, articles, or short stories (Baker et al., 2005; Smith et al., 2013; Syafitri et al., 2018). Students' pronunciation and learning motivation to improve their English. Conversation is significantly influenced by the use of songs or diaries in language learning.

Compensation Strategies

Based on the results of the interviews, students implemented a compensation strategy by inviting their friends to practice by joining the English club and practicing or conversing with their friends in the English club. The environment is very influential in helping the understanding of the language to be learned. This is in line with research by Apriani, Anshori, and Edy (2019) if a person always practices and is supported by a good environment then this can affect the development of one's language skills. Sufidiana et al (2023) We need a partner or friends to communicate with us if we want to practice speaking. When in the middle of a conversation in English they can't convey what they are going to say, they usually always use gestures to convey it. Rahman (2015) in his study stated that the use of verbal communication strategies is realized in three forms of strategies, namely: gesture strategies, body movements, and imitation of objects. Usually when they hear their lecturer speak in English, sometimes they don't understand but they guess what the lecturer said.

Metacognitive Strategies

Based on the results of the interviews, the way students apply metacognitive strategies is by paying attention to their lecturers when explaining and watching American comedy shows on Youtube, then noting some important points so that later they can be applied in speaking. Also, find out on the internet or Youtube how to become the best English learner. This is in line with the findings of Marlin, Saehu, and Yundayani (2021) that watching movies, YouTube, or podcasts can improve students' listening speaking skills. Another way that students apply is when practicing or talking with other people, they always pay attention to mistakes, such as the pronunciation of English words or the grammar used, then look them up on the internet or their dictionary. According to (Harianja & Fibriasari, 2019) said that constantly applying techniques by studying native English expressions in films, podcasts or YouTube to speak English more fluently and realize the importance of language expressions.

Affective Strategies

Based on the results of the interviews, when students feel bored learning English or are nervous when practicing alone they always relax by taking a short break and listening to their favorite English songs. They realize that it can recharge their enthusiasm for learning, and then continue studying again. This finding is in line with the findings of Marlin et al (2021) that students always encourage themselves by listening to their favorite music, discovering channels, or watching national geographic, self-confidence and making positive perseverance.

Social Strategies

Based on the results of the interview, the way students apply social strategy is when their lecturers explain the material, then in the question and answer session they force themselves to always ask questions in English so that they get used to speaking and increase their confidence. According to (Ismiatun & Suhartoyo, 2022) stated that the strategy of asking questions may help learners more understand the content better. In line with Lan and Oxford (2003) among the functions of the social strategies there are such as asking questions in a foreign language, receiving answer, correcting mistakes, establishing cooperation, trying to study the feelings and thoughts of people of the targeted culture.

CONCLUSION AND SUGGESTION

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.

Suggestion

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.

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.

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.

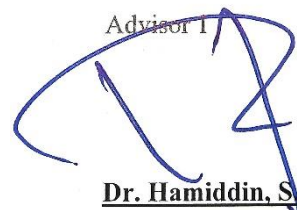
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