

Delving in Junior High School Student Strategy in Learning English Speaking: A Narrative Inquiry

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Abstract: This study seeks to investigate an authentic story regarding improving one's knowledge of the English language. The researcher tries to tell a tale about how the communication abilities of learners developed. So as to achieve the objectives of this study, a narrative inquiry is explored, using a qualitative design as the approach. The instrument that the researcher used was an interview. In-depth interviews were used to collect data for each participant and to analyze the participant's strategies for their speaking ability. The participants of this study consist of three students at the level of junior high school. The participants of this study are two females and one male student who are studying in Junior High School at a private school in Malang. the researcher used interviews to collect study data. To collect the data the researcher interviewed participants who spent 30-45 minutes. The researcher used the narrative inquiry technique for data analysis and description while planning and searching for the study's outcome. The researcher used a theoretical framework to analyze the data, involving introduction start-up, major narration, questioning, and conclusion discourse. The study findings revealed students' ways to improve their English-speaking skills and these findings found positive results. The study showed parents have a crucial role in promoting educational possibilities and addressing societal concerns while offering essential emotional and physical assistance. Students in the level of junior high school student employ effective ways to learn English through social media, listening to songs, watching English movies, joining English courses, find foreign friends on games to practice speaking. Thus, the participants felt more familiar with the English language, they felt like it was fun and easier for them to learn speaking.

Keywords: Learning Speaking, Junior High School Student, Learning Strategy

INTRODUCTION

The capacity to communicate verbally displays one's command of the target language. A thorough examination of how to foster speaking development through creating a syllabus, instructional strategies, various types of assignments and resources, and speaking evaluation is provided, considering the crucial role that speaking plays in action. Speaking English fluently enables learners to give effective presentations, perform well in interviews, participate in vibrant debates and group discussions, and deliver public speeches. In today's linked world, speaking persuasively is synonymous with reaching new heights. Improving effective communication abilities opens doors to good job opportunities. Modern interviews assess individuals' genuine potential by witnessing how they perform in a variety of

situations, including group discussions and debates, and demonstrating the abilities they possess (Rao, 2019a). Every facet of our language learning experience has changed due to technological breakthroughs in English study. Technology has completely changed how we interact with English education, from immersive language apps to interactive online classes. Today's world is dominated by digital gadgets such as iPads, iPhones, and YouTube videos, as well as sophisticated ICT applications in other domains, most notably education (Saed et al., 2021). Leveraging technology is just one of the various ways that learning can happen in action. Language instruction and acquisition depend greatly on technology. It gives the teaching and learning process added significance and intrigue. Given technological advancements, students as well as teachers can now use the Internet in a variety of ways for learning and teaching (Jalaluddin, 2016).

Maher and Al Nakhalah (2016) examined and explained why learners have trouble communicating during lectures. The researcher observed the interview and found that the pupils' incapacity to communicate through speech in English is still caused by specific circumstances. Language learners' preferences have been evaluated with the Perceptual Learning Style Preferences Questionnaire (PLSPQ), which breaks down learning styles into six fragments: visual, auditory, kinesthetic, tactile, group, and individual (Vaseghi et al., 2012). Six pieces of learning styles visual, auditory, kinaesthetic, tactile, group, and individual have been used to assess language learners' preferences using the Perceptual Learning Style Preferences Questionnaire (PLSPQ) (Ehrman et al., 2003). According to Sufa & Dzulfikri (2023), kid who cannot speak English is classified as bilingual. He could absorb FL from ongoing stimulation, and his English proficiency grew as the difficulty of the films rose.

Practice is very important for language students with little exposure to the language in their daily lives (due to starting late in language learning, large class sizes, and limited contact with native speakers). They need to practice speaking (Liu and Jackson, 2008). Bashir (2011) found that they have difficulty understanding anything or that when their discussion partner does not understand them, many language learners are reluctant or self-conscious to admit so. By highlighting the fact that misconceptions and the need for confirmation have become prevalent in encounters regardless of their level of English, teachers can assist students in overcoming this concern. Supervisors can provide their students with helpful strategies and vocabulary to verify their understanding and provide questions. Mulyani et al., (2023) Considering the training is enjoyable, most students in the Survival English course like using English. Still, many students get nervous while speaking in English because they worry about mispronouncing words or making grammar mistakes. It is advised that students in the Survival English course be aware of their Unwillingness to Communicate (UWTC) and the elements that influence it to enhance their speaking abilities. For instance, they may acquire confidence by practising speaking English with peers more. As a result, their English communication skills are going to develop.

Since using strategies from a study by Mistar & Umamah (2014) only three types of learning strategies cognitive interaction maintenance, self-improvement, and compensation strategies showed significant improvements in students' speaking proficiency. Furthermore, memory strategies are found to impact speaking abilities negatively. Students learning English as a second language should, on the one hand, be aware of the variety of options that

are available to them. This study shows that while learning strategies generally improve speaking abilities, only cognitive interaction maintenance, self-improvement, and compensating strategies significantly boost proficiency. Sondakh et al., (2022) Examining both internal and external pressures presents two obstacles to English language development for students at SD Plus Latansa Vocabulary. (1) The individual characteristics of students influence how hard it is for them to understand vocabulary in English, including their intelligence, physical condition, lack of will to learn, and habitual learning attitudes. (2) External influences are things that affect learners' incapacity to master vocabulary in English but are not under their control. Among these are pals who want to chat while they're studying, less interesting content being offered, unpleasant learning settings, and inadequate infrastructure and support services. It demonstrates how important effective communication is and how language affects how we understand the outside world.

Agus (2023) as he continues to expound on his findings. Internal determinants include biological characteristics including age, mental development, and health in addition to external factors. English teachers need to be careful when teaching English to students in junior high schools. To put it briefly, everyone would have to be knowledgeable about both the theoretical and practical facets of teaching English to young students. Khalidah et al., (2023) This study's main objective is to identify the strategies employed by fluent English speakers in their fifth semester at a private Malang college and how they apply these strategies to enhance their communication abilities. The results show that those with high proficiency use their memory and social abilities. They take notes, document, and analyze information to aid in memory recall. Social tactics involve exchanging information, engaging in discussions, and expressing one's opinions with others. Students can also use English-language films and music to learn new vocabulary and pronunciation, allowing them to communicate more fluently. The study made by Alotumi (2021) underlined the value of educating educators and learners on motivational methods for managing, considering individual variables like gender and emotions, and implementing cooperative, engaging learning activities that are customized to meet the requirements as well as goals of each student.

The researcher is interested in how students learn English-related content and enhance their speaking skills. Based on the statements and evidence presented above, it is noticeable that students face various problems when learning to speak. Previous studies on adult learners and young learners have shown that they have different ways of thinking and studying. This study delves deeper into the approach to communicating in English. Meanwhile, some research on students' language development has been conducted, particularly for university students. However, the researcher did not find many studies of student language development at the junior high school level, particularly for those who are making good progress in Javanese environments with few English speakers which digs into the junior learners is not adequately studied. Based on the background above, the researcher formulates two research questions as follows. What junior high school students have experience in learning English speaking? What strategies do the students in junior high school have to use in learning English speaking?

METHOD

The study adopts qualitative research methods, indicating that the research is focused on understanding and interpreting non-numeric data. The research approach used in this study is qualitative. The objective is to explore complexities, contexts, and subjective experiences. Within qualitative research, the study employs explicitly a narrative inquiry approach. This suggests that the study is more concerned with capturing the richness and nuances of the data, allowing for a detailed exploration and presentation of the research outcomes.

As the researcher's colleague taught English for two months at their school as part of a teaching practice program, the instructor who recommended the participants was also the researcher's colleague. Three students, who are initially written as P1, P2, and P3 are willing to join in this research. These are not real names for the sake of confidentiality. Three participants are willing to participate in this study since the researcher provided a consent form after introducing herself. Explain the purpose of this study and confirm the confidential identities. However, this study was conducted at Malang, East Java, Indonesia. Each session spent around 30 to 45 minutes on each interview with different participants.

To collect the data, in-depth interviews were used to collect data for each participant and to analyze the participants' strategies to enhance their speaking ability. Then, either the participants or researcher arranged an appropriate schedule that suits both conditions. To collect interview data, the researcher met the participants to conduct face-to-face interviews. To make sure the participants understood the questions and were able to convey their feelings, the interviews were conducted in Indonesia. Besides, interviews are transcribed into English. English was also used to know how well participants spoke. Hence, there is no language barrier, and they can express themselves more in both languages. All their answers were recorded in the interview with the recording device. After finishing the interview, the researcher informed the recorded results to ensure there were no mistakes in statements and opinions, and last transcribed the voice. Having the list of questions reviewed and approved by a professional lecturer in a specific field. Questions dig up information regarding the participant's strategies to develop the participant's speaking skills. The data was gathered using an open-ended interview with questions related to the study's goal.

The researcher used the narrative inquiry technique for data analysis and description while planning and searching for the study's outcome. Direct interview collecting data would be the primary source of information for this study, with some supporting data drawn from prior investigations. Implementing a theoretical framework, data analysis occurred by Jovchelovitch and Bauer (2007). The five stages of this idea are introduction start-up, major narration, questioning, and conclusion discourse. Using the WhatsApp app, participants, and the researcher record conversations to listen to in the first stage. Transcripts of the interview findings should be entered for simpler analysis. The next action is to decide which conversational data to analyze. This format for information is written. Finding recurring patterns in the data is the next step. By assigning codes to particular words or phrases, categories related to the theory are established, leading to the detection of this pattern. To make sure the interpretation is accurate, the last step is to double-check the data.

FINDINGS

Learners can improve their language acquisition process by combining affective, cognitive, metacognitive, and social methods. Based on a study by Ismiatun et al., (2019) researched and said that implementing language learning tactics in non-English speaking countries is an exceptional learning experience. It requires a lengthy procedure that takes into consideration a few effective strategies to be effective for the process to help gain a more efficient academic result. It involves a methodical technique that takes into factor numerous efficient tactics customized to the learners' circumstances. Their names are initiated to protect their privacy. All informants (P1/P2/P3) were interrogated on the same day August 3, 2024. As indicated in the chapter before this, semi-structured interviews were employed to collect data for this study.

1. English Language Learning Experience

The participants have some nice outcomes such as winning in competitions or even becoming top students in the class. Two of the participants (P1, P3) had some achievements and joined competitions just like they got: certificates, trophies, award medals and other things included to add add-on gifts. Different from the other two participants (P2), she is the top student in the class, yet she has not gone to any competitions since some mistakes happened back then.

Parents' and Environment Important Role

The stories that follow demonstrate the significant effects that social interactions, encouraging surroundings, and thoughtful application of a range of learning resources have on the growth of language proficiency. By sharing their personal stories of learning the language, P1, P2, and P3 raise awareness of the different aspects of language acquisition and the influence of their environment on their progress. All three students highlight how important their parents are in helping them learn English, and they do so through open communication and educational materials.

P1 stated, I've been learning English since kindergarten, but I became fluent because I played a game when I was in elementary school, the game was called Roblox because there were many friends from abroad so we talked in English. I also usually chit-chat in English with my mother and sister. None of my friends in class can speak English. But outside of class, there are also some friends. Australia, America, China, India and other countries but I forget some, sorry. (Interview, August 9, 2024)

P2 stated, I have been learning English since kindergarten. I am an introverted person but I also have an English conversation partner at school. I often learn using songs too since I don't feel good conversing with others. Yet, I still have friends to communicate by online and it makes me better talk with them since I don't need to meet and talk in person but sometimes, I talk to my roommate also. (Interview, August 9, 2024)

P3 stated, I learned English from kindergarten because I usually speak with my mom at home. I had friends at school but my friends moved away when I was in eighth grade. I can speak many languages, such as languages from Papua, Madura, Sulawesi, and Java, if I speak Indonesian with Jakarta friends, there used to be Malaysians who sometimes also chatted in English so it is not bad for practising my speaking. (Interview, August 9, 2024)

P1, P2, and P3 are three youngsters who have been learning English since kindergarten. P1 gained fluency through playing Roblox in elementary school, and they also

had an English conversation partner at school. P2 also frequently listens to songs to help with their English language learning. P3 learned English through speaking with their mother at home. P3 is multilingual, speaking languages from Papua, Madura, Sulawesi, and Java. It may be argued that these students emphasize the importance of having strong social networks and psychological aid systems during their language-learning processes by sharing their lessons and approaches to learning and using English. The discussion's participants express their challenges and encounters with utilizing English.

English As a Gateway to Support Achievement

The stories on P1, P2, and P3 in conclusion, show various paths to competitive and successful academic achievement that led to language learning success stories, emphasizing the value of participation, recognition, and a range of experiences to achieve language competency.

P1 stated, I have participated in storytelling and speech competitions on multiple occasions, with a total of six events under my belt. My journey began in Gresik, where I had the opportunity to compete twice. These experiences not only honed my storytelling skills but also instilled in me a deep appreciation for the art of public speaking. Additionally, I participated in a speech competition at school, which provided a unique setting to engage with my peers and teachers. Another notable event was the speech competition in Pasuruan, where I faced new challenges and learned to adapt to different audiences. I had the privilege of competing in the Story Telling Olympics twice, an experience that allowed me to showcase my skills on a larger stage and connect with a broader audience. (Interview, August 9, 2024)

P2 stated, I have actually registered for competitions but unfortunately at that time my name didn't know why it didn't enter the system so I didn't participate, I haven't joined any competition but actually, I had the highest score in English, but my classmates had lower. (Interview, August 9, 2024)

P3 stated, Olympics between schools in East Java, third place, there were 800 participants and I won third place. I am still participating in that one competition, but because I won third place yesterday, I am excited to participate in other competitions if it's allowed later. (Interview, August 9, 2024)

Includes a variety of fruitful results, including exceeding proficiency benchmarks, succeeding academically, gaining skills, being culturally appropriate, analyzing oneself, and gaining more confidence. These accomplishments illustrate a learner's growth and devotion to picking up a new language, which eventually strengthens their general knowledge of languages and communication skills.

Difficulties Student Faced

In this context, "difficulties" refers to the range of difficulties and roadblocks that language learners face when establishing a new language. A variety of factors, such as the personality of each learner, the nature of the language being learned, and the learning environment, might contribute to difficulty. These are a few obstacles that the participants brought up in the findings.

P1 stated, It's complicated, like the fuss and also the grammar is a little confusing. To overcome that problem, I always think about the sentence first before expressing it so that the fussiness is reduced. I also use Google Translate. (Interview, August 9, 2024)

P2 stated, Unfortunately, in class, there are no conversations in English, so in class, it is a little awkward to speak English. To overcome this, I usually use Google Translate to translate because I sometimes forget some vocabulary. For difficulties during the competition, yes, I was nervous for sure, but I was still able to control myself. (Interview, August 9, 2024)

P3 stated, I often forget words, for example, easy words like "because". To overcome this by continuing to read English novels and increasing vocabulary through reading. Sometimes it's also difficult to practice speaking in class because most of my friends can't use English. I rarely feel scared but sometimes I feel embarrassed if I am told to go in front of my friends because the teacher appointed me to present something, but I feel proud and sometimes it makes me laugh. I feel embarrassed if I am told to go in front of my friends because the teacher appointed me to present something, but I feel proud and sometimes it makes me laugh so I don't feel nervous anymore. (Interview, August 9, 2024)

Language hurdles are a problem for P1 and P2, especially when it comes to employing English vocabulary and expressing themselves clearly. P1 states that she frequently considers her sentences before speaking in order to be less fussy and that they use Google Translate to clear up any grammatical misunderstandings. P2 observes that because there aren't any English-speaking discussions in class, speaking the language is awkward. Instead, they use Google Translate to translate sentences when they run out of vocabulary. Both people are anxious before competitions, but they are able to regulate their anxiety. P3 draws attention to the additional difficulty of regularly forgetting some basic phrases.

2. Learning Strategy

A well-defined strategy helps set achievable goals, create a balanced study plan, and incorporate various learning methods to address all language skills—speaking, listening, reading, and writing. A strategy also aids in tracking progress and conserving motivation, both of which are critical for long-term success. A strategic approach allows for flexibility and adaptation, allowing learners to modify their methods based on what works best for them.

Media Technology

Personalized, able-to-adapt, and engaging settings for learning need the use of technology in language instruction. It improves accessibility, makes practical application easier, and helps learners and educators alike become proficient in the language. To promote complete language development, it is crucial to strike a balance between the use of electronic devices and human connection.

P1 stated, I usually use dictionaries usually at school borrowed from the library, movies from abroad use English, and songs also for pronunciation practice, on Tiktok there are also many such as learning English live or other useful videos that I usually watch, use WhatsApp also to chat with Caucasian friends, instagram is also the same as TikTok, I use WeChat, this is an application for chatting with my friends from China because it is popular there to use this application, there is also a regular line for chatting too, if discord is for chatting with Caucasian friends there are also from Indonesia but we still chat in English, telegram also has the same international group as well as many from abroad. (Interview, August 9, 2024)

P2 stated, I usually use social media to learn English, because it provides much of resources and opportunities to practice. From songs and movies, I learnt a lot of idioms and got accustomed to the rhythm and pronunciation of the language. Also, my phone is set to English, which helps me to get more familiar with the language in my daily use. I also use social media to learn on YouTube, where I can watch educational videos and listen to podcasts or channels that help me improve my vocabulary and comprehension skills. Social media such as TikTok, Instagram, Line, Discord, and Spotify, I have many groups with friends on Discord such as gaming groups or groups just chatting, there are also many from abroad, and I practice in that group too. Songs are also one of the media that I use to learn the pronunciation of words that are new to me to learn. (Interview, August 9, 2024)

P3 stated, I have taken lessons at the cottage, and there is also a program called local language so that while in the room you cannot use Indonesian, so you have to use English during the activity. In class, I also study English with English teachers sometimes also with young teachers from universities for their teaching training programs, that's what makes it fun so learning is not monotonous because teachers now often use media such as learning videos or presentations channelled from laptops to projectors. Watching movies together with friends in the hut is one of my favourite activities. It's a good way for me to bond and enjoy some quality time together with friends. My mother has bought me Harry Potter novels, which I love reading and getting my imagination in the magical world of it. Sometimes, I also enjoy listening to music through YouTube, discovering new artists and genres that I hadn't known about before. (Interview, August 9, 2024)

Students can progress at a rate that works for them while using technology, making a more customised approach to language learning possible. Adaptive learning systems allow students to focus on areas that require improvement based on their strengths and weaknesses. This flexibility makes learning more effective overall and helps students acquire languages more efficiently.

DISCUSSION

Additionally, each member takes English as a subject in school. The process of acquiring a language, particularly English, is complex and dynamic, including a range of circumstances and causes. Studies have proven that language acquisition is significantly influenced by the agency of learners. For example, Research on acts of agency in the English language learning process highlights the need for learner autonomy and self-directed learning activities, such as posting to the internet, to enhance the quality of the learning process (Mat Saad et al., 2016). First and third participants: P1 and P3 have been pursuing English since they were small children, thanks to the solid foundational support of their parents. Both statements are linked to a recent research study conducted by Hairiyanto et al., (2024) highlights the crucial significance of parental and family support in fostering productive home learning environments for students by providing technology and educational tools.

Scholarly literature suggests that creating a favourable physical setting, which includes aspects like comfort, serenity, and order, is crucial for facilitating successful English language learning and overall educational success among students (Zhang, 2023). P2, who prefers solitude and has limited chances to interact with others, dedicates her time to independent learning and casual language practice instead of engaging in competitive settings. From this point, it was found that typically, introverts like to be quiet, think things over extensively before acting, speak a bit, and work most effectively independently or in small groups. Rather than being forcefully social, they are typically more passive. Further, many introverted students will likely use native-sounding accents (Hsain & Suliman, 2014).

The study conducted by Agustin et al., (2021) reveals a robust association between language learning approaches and academic achievement, as seen by students' grade point averages. The results indicate that pupils who utilize efficient learning techniques are more likely to attain superior academic results, whereas those who employ fewer tactics may encounter diminished performance. Individualized support may be required for pupils to cultivate and execute proficient language acquisition techniques. In addition, Saragih & Subekti, (2024) emphasise that different factors, not limited to instrumental motivation, can influence learners' speaking performance. Teachers are advised to evaluate personal attributes

that impact learning results, to improve supportive factors and to reduce barriers. Important characteristics encompass psychological features such as self-assurance and apprehension, social impacts like peer connections and classroom interactions, and cognitive aspects like previous knowledge and language proficiency. In their third season, students from the Indonesian language and literature education department at the University of Islam Malang encountered notable difficulties. The challenges encompassed the memorization of unfamiliar words, effective communication with individuals from other countries during trips, the construction of coherent sentences, and the retention of previously acquired terminology. Their difficulties impeded their capacity to construct logical sentences and affected their overall language acquisition process (Utami et al., 2020).

Research indicates that teaching students how to effectively use technology for communication, research, and knowledge is essential for enhancing their academic success over time (Warschauer, 2002). This involves creating networks of innovators in technology-enhanced teaching and supporting professional growth for educators. The viewpoints expressed by P1, P2, and P3 exemplify their distinct methodologies for acquiring English language skills, underscoring the significance of utilising different resources, and engaging in social interactions during the learning process. P1 and P3 derive pleasure from reading books like novels, and they actively participate in discussions with their family to improve their proficiency in English. Furthermore, a study conducted by Knauer et al., (2020) reveals two significant discoveries about programs that include parents and children sharing books in low-income environments where carers have limited literacy skills. Initially, a meticulously organised training program can have a beneficial effect on carers' reading interactions with their children. Furthermore, even toddlers as young as two years old can actively participate in and derive advantages from locally relevant stories in their language. Basic narrative books also appeal to older children, who develop a familiarity with the material via regular and prolonged engagement. As Widowati (2018) stated reading is a necessary activity for information acquisition. Students who read were able to perform better and express their opinions more effectively. The results of the final exam show that the majority of pupils had scores more than 75. In the meantime, the use of bilingual education in the classroom improved student comprehension and learning.

P2 and P1 employ the Internet for self-education, engage in everyday English communication, and derive advantages from both school lessons and chats with friends. Students employ language learning techniques to bolster self-discipline through the enhancement of their language proficiency and understanding. This technique seeks to enhance their comprehension of the topic while mitigating language-related apprehensions in synchronous courses. Engaging in language practice can help students alleviate anxiety and enhance their self-assurance while delivering presentations to lecturers, especially if they have thoroughly prepared and achieved mastery of the subject matter (Vicentie et al., 2021). Additionally, P1 and P3 derive pleasure from novels in English and books that cover English subjects. The outcome of the investigation is that English novels affect students' academic performance. Although some people do not use English digital novels for learning, English novels can help students become more capable, and the results are comparable to the previous study. The skills that are improving include vocabulary, grammar, pronunciation, and social culture. The outcome is consistent with the earlier research (Palupi et al., 2021).

The comments demonstrate the different methods in which individuals participate in English language acquisition using different forms of media and platforms. The initial speaker derives pleasure from consuming instructional content on YouTube, engaging in literary pursuits, and indulging in music, as they firmly feel that these activities contribute to the enhancement of their English language proficiency. Using a YouTube video in a speaking class can enhance the learning environment while teaching. According to the research findings in a study by Ariyanto et al., (2018), the YouTube video encouraged students to actively participate in fulfilling their individual and group assignments by creating a supportive environment. As said in the study results by Sadaf et al., (2024) found that students generally view YouTube positively as a learning tool, with many actively improving their skills through its lectures and videos, particularly in ESL learning. Similarly, Willoughby & Sell (2024) noted that learners often rewatch videos, sometimes with subtitles, to reinforce their understanding and become more aware of vocabulary and language variations. They found that these video-watching behaviours, while specific to sign language, largely apply to spoken language contexts as well. These studies emphasise the important role of technology, specifically platforms such as YouTube, in improving language learning and academic performance by increasing engagement and providing access to a wide range of learning materials.

P1 and P2 used internet resources such as Google Translate (GT) and social media shows to augment their speaking and grammar aptitude. Supporting the claim that some of the advantages of GT are helping students find resources on the English language, increasing the amount of words in their vocabulary, and using it more frequently. It can also be used as a grammar solver and a pronunciation and spelling checker. Furthermore, effective uses of GT include partial translation using GT, pre-editing, post-editing, and using GT as a checking tool (Wirantaka & Fijanah, 2021). Additionally, they have configured their phone to operate in English to further immerse themselves in the language. The third speaker utilises some resources to enhance his language proficiency. They play games with their international colleagues, watch English-language television, and listen to music. Together, these experiences demonstrate the important importance of multimedia resources, social contact, and technology in aiding language acquisition.

P1 uses a variety of resources, such as foreign films and songs, library dictionaries, and social media sites like WeChat, WhatsApp, Instagram, TikTok, Discord, and Telegram to communicate with friends across borders, in order to practice her English. To improve pupils' speaking abilities, the author came to the following conclusion: English songs are a useful media. the study's data demonstrated that using English songs improved the student speaking abilities (Wahyuni et al., 2018). Studies have indicated that TikTok, a well-known social media site famous for posting short videos, can greatly improve pupils' public speaking abilities. The results show that pupils' speaking abilities significantly improved when they utilised TikTok for educational purposes. It has been demonstrated through data analysis results that using the TikTok app to improve speaking abilities is highly beneficial (Pratama & Hastuti, 2023). Instructors are highly recommended to utilize Telegram to its most potential in order to motivate and support students in enhancing their English-speaking skills outside of the classroom, particularly because anyone may use it and sign up for free (Nawi et al., 2019).

CONCLUSION AND SUGGESTION

The topic at hand illustrates the methods used by young learners to speak English more spontaneously and succeed. Students outside of their school's English course can practice speaking more enthusiastically by using social media. Based on the facts reviewed in the previous sections, a conclusion was drawn. The data may be used to compile sentences that represent the educational experiences of a non-English departmental student discovering social media-enhanced speaking abilities. Three participants' data have been collected for this study through qualitative methods of study including interviews. Participants' tactics, experiences, and even the challenges they have had since then while learning a language. The purpose of this study is to identify the gaps in some prior research and to acquire a deeper knowledge of students' experiences and how they might be enhanced in a setting where English is the language. The participants' experiences in sharpening their English-speaking abilities come first. They picked up English from their parents, who also taught it to them with a little help from the media. Moreover, the participants hone their ability to interact by conversing with their parents and friends constantly, even though English is not their first language. This is uncommon among Indonesian citizens, particularly young learners. The fact that they are adolescents but have advanced language abilities impresses the researcher. Regarding the use of learning strategies. Use of linked and entirely English-language media, including YouTube, novels, chatting applications, and games.

The researcher suggested some of the following ideas. Although this research was conducted on young learners and solely displays methods for children to acquire English, adult language learners may continue to benefit from using it. In order to learn the language, you can find millions of adult songs on YouTube or other educational channels, as well as games, and videotapes. It has been shown that appropriate and acceptable language instruction can inspire youngsters to learn at home, with parental guidance. Concerning how youngsters learn, principals should assist teachers in utilizing media technologies to make learning enjoyable. The implementation was implemented in-depth in the classroom and various environments as well. The effects of media learning on learners ought to be conducted in a junior high school English course. Lastly, the results of this study are anticipated to influence future researchers to undertake analogous research using different learner groups and skill sets. It is also feasible to develop other approaches for evaluating young learners' capacity for speech.

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