

Individual Student Strategies In Speaking In Online Learning At Muhammadiyah University Of Bengkulu

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan strategi individu mahasiswa dalam berbicara pada pembelajaran daring di Universitas Muhammadiyah Bengkulu. Desain penelitian ini menggunakan metode kualitatif. Instrumen yang digunakan dalam penelitian ini adalah: (a) analisis video; (b) kuesioner; dan (c) wawancara. Kuesioner tersebut diadaptasi dari penelitian berjudul "Strategi Berbicara dalam Pembelajaran Bahasa yang Digunakan oleh Mahasiswa Non-Jurusan Bahasa Inggris" karya Dzakirul Anwar (2019). Hasil penelitian ini menunjukkan bahwa strategi kompensasi merupakan strategi yang paling banyak digunakan oleh mahasiswa semester dua di Universitas Muhammadiyah Bengkulu, yaitu sebanyak 17 mahasiswa. Penelitian ini menyarankan agar mahasiswa perlu banyak berlatih berbicara dengan berinteraksi bersama orang lain.

ABSTRACT

The objective of this research is to know and describe about what are Individual Students Strategies In Speaking In Online Learning At Muhammadiyah University Of Bengkulu. The researcher design of this research used qualitative method. The instrument of this research used were: (a) The Analysis Video; (b) questionnaire; and (c) interview. The questionnaire was adapted from Language Learning Speaking Strategies Used By Non-English Department Student's by Dzakirul Anwar (2019). The result of this research, the compensation strategy was a strategy that was widely used by second semester students at Muhammadiyah University of Bengkulu, as many as 17 students. This research is suggested to the students need to practice a lot of speaking learning by practicing speaking with other people.

INTRODUCTION

Starting in March 2020, the government implemented a policy requiring learning to be conducted online. This policy emerged as a response to the Covid-19 outbreak, which limited people's ability to carry out daily activities, including teaching and learning, in the usual way. As a result, students were directed to study from their own homes, and the teaching-learning process was shifted to an online format so that education could continue despite the pandemic situation.

Learn to speak English is easy to do if it is face to face so that between lecturers and students can interact directly. But if the learning process is carried out online, of course this requires a special way or strategy so that students are able to understand the material. Learning strategies are steps that students take to improve their learning, strategies are especially important for language learning because they are tools for active and self-directed engagement, which is essential for developing communicative competences (Oxford (1990).

Among the various skills required to master English, speaking holds a particularly important position. A person who is skilled at speaking, for instance, can travel internationally with greater ease, since English functions as a global lingua franca. Within the curriculum, speaking is regarded as one of the four core language competencies students need to develop. It plays a central role in communication and is essential for students to acquire. Achieving fluency in speaking requires consistent practice so that correct pronunciation gradually becomes a habit. And according to Bailey and Savege (in Fauziati, 2010: 15), "speaking in a second or foreign language has often been viewed as the most demanding of the four skills". Speaking is no doubt the hardest skill to understand. For example, many adult Japanese speakers cannot hear the distinction between /r/ and /l/ sounds in English despite years of school education or immigration to an English speaking country (Takagi, in Alonso, 2011: 2)

To facilitate the process of learning to speak, students can apply a number of strategies, drawing on Oxford's (1990) framework of speaking-learning strategies. This framework consists of six categories: memory strategy, cognitive strategy, metacognitive strategy, compensation strategy, affective strategy, and social strategy.

Like any learning method, online learning carries both benefits and drawbacks. On the negative side, it restricts direct interaction between students and teachers, and its effectiveness is often constrained by limited media access and uneven technological infrastructure in certain regions. On the

positive side, however, online learning offers convenience and flexibility, allowing the learning process to take place from any location and at any time, provided that adequate supporting facilities are available. Online programs should be designed in such a way that they are creative, interactive, relevant, and student-centered (Partlow & Gibbs, 2003 in "Online Learning: A Panacea in the Time of COVID-19 Crisis" by Shivangi Dhawan). Digital transformation in the context of higher education institutions can be regarded as the summation of all digital processes required to accomplish transformation process that gives higher education institutions the opportunities to positively apply digital technologies optimally (Kopp et al., 2019). "Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, and with any means" (Cojocariu et al., 2014). In online learning, students also need strategies to make it easier for them to learn. Hu & Gramling; (2009); Tsai, (2009); Zarisky & Styles, (2000) conclude that Online Language Learning Strategies (OLLS) are the strategies used by the students to understand and control their learning and also to achieve their online learning goals by employing a range of : (a) cognitive; (b) metacognitive; (c) resource management; and (d) affective strategies.

Speaking skills are generally easier to develop through face-to-face interaction, since direct contact allows lecturers to respond immediately when students make errors. However, the pandemic forced students to study independently from home, meaning the learning process had to shift online. This shift created new challenges for students attempting to develop their speaking ability, making it necessary for them to rely on personal, self-directed strategies to support their progress, particularly in speaking. Students need several individual online learning strategies to help improv their ability, especially in speaking skills. Therefore, I will research about what are strategies should be applied by students in learning speaking online. This aims to make it easier for students to learn to speak in online learning process.

LITERATURE REVIEW

Speaking

Fundamentally, speaking serves the purpose of communication. Beyond functioning simply as a tool for social interaction, communication also acts as a means through which people work through the problems they encounter. Among the four major language skills, speaking is widely regarded as the most challenging to master. Speaking is no doubt the hardest skill to understand. For example, many adult Japanese speakers cannot hear the distinction between /r/ and /l/ sounds in English despite years of school education or immigration to an English speaking country (Takagi, in Alonso, 2011: 2). As a cumulative skill, the ability to speak develops gradually and depends heavily on consistent exposure to the language, supportive scaffolding from instructors, repeated practice, and an interactive, encouraging classroom atmosphere (Lightbown & Spada, 2011). Among the language skills English learners must develop, speaking holds a particularly significant place. It represents an individual's capacity to express thoughts orally to another person, with the underlying communicative purpose of eliciting a response. Training students to speak involves more than simply producing correct sentences; it also touches on more complex elements such as readiness to learn, cognitive readiness, vocabulary choices, motivation, and guidance from instructors. In essence, speaking is an act of transmitting ideas through verbal exchange.

According to Venkateswara and John (2021), several elements need attention if students want their speech to be clearly understood, namely pronunciation (how sounds are produced while speaking), grammar (the correct arrangement of sentences orally and in writing), vocabulary (knowledge of word meanings), fluency (the capacity to speak confidently, accurately, and communicatively), and comprehension (the ability to process and interpret the meaning of spoken discourse). As an interactive process of meaning-making, speaking involves the production, reception, and delivery of information among interlocutors. Several factors tend to hinder students' speaking performance, among them weak reading habits, uneven opportunities to participate, insufficient practice using English both within and beyond the classroom, and difficulty applying grammatical rules correctly (Sayuri, 2016). Interaction among students remains a key factor in this context, as classroom engagement provides opportunities for learners to refine their speaking abilities.

Speaking Learning Strategies

Various strategies are available for students seeking to enhance their speaking skills. This study adopts the speaking-learning strategy framework developed by Oxford (1990), as presented in her work 'Language Learning Styles and Strategies: What Every Teacher Should Know.

Online Learning

What is commonly referred to as electronic or online learning can be described as the application of information technology within an educational context. According to Amer (2018), online learning has become one of the most significant and contemporary trends in education today, gaining importance partly because teachers play a supportive role in helping students overcome the obstacles they encounter. Practically speaking, this system typically takes the form of a website accessible at any time and from any location. "Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means" (Cojocariu et al., 2014). The learning environment using the internet has changed the way people learn, as well as students. Learn, discuss, and sharing that usually occurs in face-to-face learning is treated differently in online learning.

Strategies of Online Learning

Several studies indicate that the appropriate and effective application of online language learning strategies (OLLS) contributes to better academic outcomes (Shih, 2005; Solak & Cakir, 2015). OLLS can be defined as the approaches learners use to manage and take control of their own learning process, drawing on a combination of cognitive, metacognitive, resource-management, and affective strategies in order to accomplish their online learning objectives (Hu & Gramling, 2009; Tsai, 2009; Zarisky & Styles, 2000).

Previous Studies

Several earlier studies addressing students' individual strategies for developing speaking skills in online learning contexts are summarized in Table 1 below.

Table 1 Previous studies about students strategies in speaking skill

No	Researcher Name (year)	Title	Result
1	Junaidi Mistar, Atik Umamah (2014)	Strategies of learning speaking skill by Indonesian learners of English and their contribution to speaking proficiency	These results suggest that instruction explicitly incorporating the four most influential strategies should be embedded into classroom speaking activities, particularly to help male students overcome the difficulties they experience in developing speaking skills.
2	Eka Wahyu Saputra and Nanang Bagus Subekti (2017)	A study of the speaking learning strategies used by English education department students	This significant correlation indicates that students' use of speaking-learning strategies is likely to have a measurable impact on the assessment of their overall speaking quality

METHODOLOGY

Research Design

The researcher design of this research used qualitative method. The instrument The instrument of this research used were: (a) The Analysis Video; (b) questionnaire; and (c) interview. The questionnaire was adapted from Language Learning Speaking Strategies Used By Non-English Department Student's by Dzakirul Anwar (2019).

Data Analysis Technique

Data analysis in this study followed several stages:

1. The researcher reviewed each student's speaking video uploaded on YouTube.
2. Each video was examined individually to identify relevant strategies.
3. Interviews were conducted with students through personal WhatsApp chats.
4. Questionnaire responses were completed based on insights from the video analysis and interview results.
5. The researcher elaborated on the findings concerning individual students' speaking strategies in online learning.
6. Finally, the researcher formulated the conclusions of the study.

RESULT AND DISCUSSION

Result

The result of this research, the compensation strategy was a strategy that was widely used by second semester students at Muhammadiyah University of Bengkulu, as many as 17 students. This research is suggested to the students need to practice a lot of speaking learning by practicing speaking with other people.

Discussion

This research aims to determine the individual speaking strategies employed by students engaged in online learning at Muhammadiyah University of Bengkulu. In this section, the collected data are discussed in greater depth and interpreted in relation to the theoretical framework that guided the study, namely Oxford's (1990) model of speaking-learning strategies, which comprises six categories: memory, cognitive, metacognitive, compensation, affective, and social strategies

Regarding the memory strategy, the findings revealed that only 14 out of 22 students relied on this approach during online speaking practice. This pattern emerged because students tended to associate the pronunciation of new English vocabulary with visual images as a memory aid. This result contrasts with the earlier findings of Wahyu and Bagus (2017), in which the memory strategy was found to be used more frequently among students.

For the cognitive strategy, 16 out of the 22 participating students reported using this approach. This tendency was largely driven by students' efforts to imitate native-speaker pronunciation while practicing independently. This outcome differs from the earlier study by Wahyu and Bagus (2017), which identified the cognitive strategy as the one most commonly adopted by students. With respect to compensation strategy, 17 students were found to apply this approach, making it the most frequently used strategy out of the six examined in this study. This was largely because students tended to summarize learning material in their own words to facilitate comprehension. This finding slightly diverges from the earlier research by Wahyu and Bagus (2017), where compensation strategy ranked second in frequency, following cognitive and social strategies.

As for the metacognitive strategy, 16 of the 22 students were found to apply this approach in online speaking. This was attributed to students' efforts to actively use English during online sessions and to pay close attention whenever English was being spoken around them. This result departs from previous findings, where metacognitive strategy was reported as one of the least frequently used strategies.

In terms of affective strategy, 15 out of 22 students were identified as using this strategy. This pattern reflects students' willingness to attempt speaking English despite the fear of making mistakes. The result is somewhat different from earlier research, since affective strategy ranked fourth in this study compared to fifth in the previous one.

Lastly, the social strategy was the least applied among the six, used by only 10 of the 22 students. This finding contrasts sharply with prior research, as the limited face-to-face interaction inherent in online learning appeared to restrict students' opportunities to socialize, resulting in minimal use of this strategy. Whereas in previous findings (Wahyu, ES., & Bagus, NS. 2017) this strategy is the strategy most often used because students can freely socialized with friends, lecturers, and other people.

A notable difference emerged when comparing these results with those of Eka Wahyu Saputra (2017), whose study on speaking-learning strategies among English education students found cognitive strategy to be the most dominant. In contrast, the present study found compensation strategy to be the most widely used among second-semester students at Muhammadiyah University of Bengkulu, with 17 students applying it.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis presented in the previous chapter, it can be concluded that second-semester students employ six types of individual strategies when speaking in online learning, namely memory, cognitive, compensation, metacognitive, affective, and social strategies. Among these, compensation strategy emerged as the most dominantly used, whereas social strategy was the least utilized.

Suggestion

Based on the conclusion of the research, the researcher would like to give suggestion to students and lecturers.

1. Students

Students must be more active in practicing speaking English. This is because speaking must always be practiced so that students are accustomed to speaking English.

2. Lecturers

The lecturers should more often give assignment to students such as making videos when speaking so that their speaking skill continue to be trained.

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