

**STRATEGI PEMBELAJARAN KETERAMPILAN BERBICARA DALAM  
BAHASA INGGRIS SEBAGAI BAHASA ASING  
PADA MAHASISWA INDONESIA**

**Sri Wahyuni**

Universitas Gajayana Malang, Jl. Mertojoyo Blok L Merjosari Malang  
Pos-el: sri.wahyuni@unigamalang.ac.id

**Elke Stracke**

University of Canberra, Bruce ACT Australia  
Pos-el: elke.stracke@canberra.edu.au

**Abstrak.** Penelitian ini mengkaji strategi belajar untuk keterampilan berbicara (*speaking*) Bahasa Inggris yang digunakan oleh mahasiswa Indonesia dalam konteks Bahasa Inggris sebagai bahasa asing. Strategi-strategi tersebut memiliki pengaruh positif terhadap hasil pembelajaran bahasa, dan selain itu, strategi juga dapat dipelajari. Oleh karenanya, pembelajar bahasa yang kurang berhasil dapat memanfaatkan temuan penelitian ini sehingga dapat meningkatkan kualitas penggunaan strategi belajar mereka, yang pada gilirannya akan meningkatkan hasil pembelajaran mereka. Di samping itu, bagi pembelajar Bahasa Inggris di Indonesia, *speaking* masih dipandang sebagai momok yang menakutkan, dan oleh karenanya perhatian yang lebih besar perlu diberikan khusus pada keterampilan ini. Penelitian ini terfokus pada bagaimana mahasiswa menggunakan strategi belajar untuk *speaking*, dan mengungkap mereka menggunakan pendekatan apa seperti itu. Artikel ini didasarkan pada hasil wawancara dengan 20 mahasiswa Prodi Bahasa dan Sastra Inggris, Universitas Gajayana Malang. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan strategi belajar dengan sadar, yakin, penuh daya-upaya, dan gotot. Motif mengungkap mereka menggunakan strategi belajar dengan cara seperti itu adalah kepercayaan akan pentingnya strategi belajar dan kesenangan yang diperoleh saat menggunakannya. Dengan temuan tersebut, penelitian ini mendukung temuan penelitian-penelitian terdahulu terkait dengan penggunaan strategi belajar secara sadar dan yakin. Namun, penelitian ini juga menemukan cara penggunaan strategi yang belum pernah diketahui sebelumnya, yaitu penggunaan strategi dengan penuh daya-upaya dan gotot. Penelitian ini juga mengkonfirmasi akan pentingnya penggunaan strategi belajar sebagai salah satu motif mengapa strategi belajar digunakan dengan cara tertentu. Sekaligus, penelitian ini menekankan pada kesenangan yang diperoleh mahasiswa pada saat menggunakan strategi belajar tertentu. Artikel ini juga membahas implikasi untuk teori dan praktik.

**Kata kunci:** strategi belajar bahasa, cara penggunaan strategi belajar, keterampilan berbicara, motif penggunaan strategi belajar

**INDONESIAN EFL TERTIARY STUDENTS' USE OF LEARNING  
STRATEGIES FOR SPEAKING SKILLS**

**Abstract.** *This study investigates language learning strategies for speaking skills used by Indonesian EFL tertiary students. Such strategies have an effect on language learning outcomes and they can be learnt. This implies that less successful learners can make use of the present study findings to improve their strategy use, which may increase learning outcomes. In addition, among Indonesian EFL students, speaking is still highly intimidating, and hence more attention on this language skill is required. The study addresses how students use strategies, and why they use them in specific ways. This paper draws on interviews and learning diaries for speaking skills obtained from students (N = 20) at Gajayana University of Malang in Indonesia. The study demonstrates that the students used strategies consciously, confidently, effortfully, or persistently. The motives why they used the strategies in such specific ways are the perceived usefulness or pleasure in using the strategies. Thus, this research supports previous findings regarding conscious and confident use of strategies, but, additionally, uncovers effortful and persistent use of strategies as important approaches on how students use strategies. The study also confirms usefulness as an important motive why students use strategies, and emphasizes, at the same time, the students' pleasure in using strategies. The paper concludes by discussing implications for theory and practice.*

**Keywords:** *language learning strategies, speaking skills, ways of using language learning strategies, motives of using language learning strategies*

## INTRODUCTION

How come that learner A does so much better than the others in my class? How come that learner B, despite her strong interest in learning English, does not achieve as good results as learner C? These are questions that teachers keep on asking themselves when they cannot quite understand or explain the differential success of their learners. In this context, the research into language learning strategies has proven helpful, as it shows that, among other factors, learner strategies influence learning outcomes.

This study set out to explore the strategy use of Indonesian EFL tertiary students for speaking skills, an area of which we only knew very little. In this paper, we will report on the qualitative part of a larger mixed method study, drawing on interviews and learning diaries for speaking skills that we obtained from students (N = 20) at Gajayana University of Malang (GUM) in Indonesia, in an effort to understand how and why students use strategies for speaking skills. Our aim was to gain a better understanding of the ways Indonesian tertiary EFL students use

strategies and the motives why these students use strategies in a particular way to increase our knowledge in this EFL context, and, ultimately, allow for a 'change for the better'.



Learning strategies have been defined in slightly different ways causing debates among scholars. The definition proposed by Oxford (1990), however, best suits the context of this study. They are described as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990: 8).

Oxford’s well-known learning strategy taxonomy (1990) lists 46 different strategies and distinguishes between direct and indirect strategies. Direct strategies are those that directly involve the target language. They require mental processing of the language. Indirect strategies are those that support and manage language learning without directly involving the target language. The first major class, direct strategies, is divided into three sub-classes called memory, cognitive, and compensation strategies. Indirect strategies are subdivided into metacognitive, affective, and social strategies. We adopted Oxford’s (1990) framework for this study with its focus on strategies for speaking skills in the Indonesian tertiary EFL context.

Previous studies that investigated learning strategies for speaking skills have probed students’ strategy knowledge and perceived strategy use (Zhang and Goh, 2006), strategy use in relation to learner factors (Cabaysa and Baetiong, 2010; Huda, 1998), and the effect of strategy training on speaking proficiency (Kawai, 2008; Weyers, 2010). To the best of our knowledge, no research has focused its investigation comprehensively on the ways students use strategies for speaking skills and the motives why they use them in specific ways. Studies, however, have provided an initial understanding of these issues. They indicate that students use strategies in the dimension of frequency (Green and Oxford, 1995; Huang and Van Naerssen, 1987), consciousness (Lee and Oxford, 2008; Zhang and Goh, 2006), confidence (Zhang and Goh, 2006), efficiency (Lee and Oxford, 2008), and appropriateness (Vann and Abraham, 1990). As regards the motives, Lee and Oxford (2008), for instance, indicate that more frequent use of learning strategies is related to learners’ strategy awareness, perception in the importance of English, and self-perception of high English proficiency.

Zhang and Goh (2006) argue that, despite the awareness of the usefulness of strategies, students in their study were not yet conscious and confident strategy users. This research was designed to allow for a deeper understanding of the 'how' and 'why' students use strategies for their speaking skills.

### **METHODOLOGY**

Participants of this study (N = 20) were EFL English majors at GUM (ten male and ten female students) from years 1 to 5. The students were between 18 and 25 years old and had studied English at school for at least six years prior tertiary entry. They had never received explicit overt strategy training.

This study reports draws on the qualitative part of a larger mixed method study. We carried out 20 one-to-one semi structured interviews in Indonesian. The reason for choosing Indonesian was to gather more comprehensive data as we believed that the students would be able to provide better information about their strategy use in their L1. We audio-recorded the interviews, each of which took about 30 minutes. We also asked these students

to write learning diaries for speaking skills over four weeks (one diary per week). For the diaries, we provided a template, asking students for their activities representing strategies for speaking skills, procedures for doing them, and their opinions why they were useful. We also chose Indonesian for the diaries. On the completion of the data collection, we transcribed the interviews verbatim and translated them into English. Likewise, we translated the diaries.

We analysed the data using the meaning condensation approach (Kvale, 1996). In a first step and to categorize the data, we distinguished between the strategies the students used, the ways students exercised them, the motives for exercising them in specific ways, and any extra information. We then wrote so called scratch notes as a summary of the information from step 1. In a third step, based on the scratch notes, we described each student's individual strategy use. Finally, we undertook a cross-case analysis across both data sources (interviews and diaries) focusing on the ways students used the strategies, and the motives why students used the strategies in specific ways. We

present the findings of our analysis in the following section using selected quotations from our rich database to allow for some closer insight into students' use of strategies by listening to their voices.

## **FINDINGS**

Our data revealed four dimensions for the ways that students use strategies: conscious, confident, effortful, and persistent use of strategies. The definition and explanation of each dimension follows before presenting usefulness and pleasure as the two motives why strategies were used in specific ways.

### **The HOW: the ways students use strategies**

#### **Conscious use of strategies**

Conscious use of strategies is the use of strategies with awareness of what is being done. In the study, consciousness is indicated by students' ability to identify strategies, specify goals in using strategies, set up criteria in using strategies, specify actions during the use of strategies, specify media used to exercise strategies, state and justify the strategy choice, explain the effectiveness of strategies, solve

problems in using strategies, and monitor the use of strategies. The following extracts show how students consciously used strategies:

... I usually speak English with my sister ... I also speak English with my friends using the internet ... I usually discuss something like movies with peers in English ... I also speak English with Adi (Iv<sup>1</sup>-Ana-30/10/09-English, turns 76-100).

Ana (all names are pseudonyms) consciously used strategies as she could identify them: the cognitive strategy 'practising naturalistically' by speaking English with her sister, Adi, and friends, and the social strategy 'cooperating with peers', by discussing movies in English.

Inul consciously used strategies as indicated by her ability to specify goals in using them.

I mix English and Indonesian only when I am completely stuck for a word. I usually use other words to express the meaning that I want to say. It is sometimes more

complicated, but I do it because I want to speak wholly in English (Iv-Inul-04/11/09-English, turns 138-142)

Her goal was to speak “wholly in English.” Therefore, when she did not know a word in the midst of her English conversation, she consciously exercised ‘using a circumlocution or synonym’ instead of ‘switching to the mother tongue’. She mixed English and L1 only when she was seriously “stuck for a word.” She was aware that using a circumlocution was more complicated than switching to L1, but because her goal was to speak “wholly in English”, she did not switch to L1.

Bima consciously used the strategy ‘practising naturalistically’ as shown by his ability to set up criteria in using the strategy. He practised speaking English in his daily life. To get the maximum results from this strategy, it seems that he adopted a particular approach: he could mix English and L1 when he practised speaking with people whom he was not familiar with. However, when practising with familiar people, he

would not respond unless they spoke to him in English. This can be seen in the following extract:

... I began to think of using English in my daily life, outside my classes. This may look too extreme to do because I will not respond unless they speak with me in English (This is only applicable to those who are familiar with me). I have tried to do it since this week, although I have not begun to speak wholly in English (Di<sup>ii</sup>-Bima-English, week 1).

As indicated by her ability to specify actions done during the use of strategies, Tuti consciously used the affective strategy ‘lowering your anxiety’ in managing her anxiety by sitting in the first row, focusing her gaze only on to the teacher, and avoiding looking over her shoulder at others.

... in the classroom ... I focus my gaze only on to my teacher ... when I speak English, all my classmates look at me and it

makes me feel nervous. Therefore, I sit in the first row, so that I can speak to the teacher directly without looking over my shoulder at my classmates (Iv-Tuti-30/10/09-English, turns 299-301).

Santo could specify the medium he used as he exercised the strategy ‘using resources for receiving and sending messages’. He used the *Oxford Learner’s Dictionary* computer software that he believed to be worth consulting, as can be seen in the following:

... I use the *Oxford Learner’s Dictionary* software to check whether my pronunciation is accurate or not. I believe that the *Oxford Learner’s Dictionary* is reliable enough ... (Di-Santo-English, week 1).

This indicates that he consciously used the strategy.

Bejo, in exercising the strategy ‘cooperating with peers’ chose to practise speaking English with friends in a coffee shop because he found it less intimidating and stressful.

... While having coffee at a coffee shop, I tried to speak English with friends. Speaking English at a coffee shop helps me a lot because I can learn to speak in a less intimidating and stressful atmosphere (Di-Bejo-English, week 3).

The ability to state and justify the choice of this strategy shows that Bejo consciously used the strategy.

According to Yono, ‘lowering your anxiety’ was effective for him by preventing a lengthy conversation with a foreigner. It worked because by lowering the possibility a foreigner asking him more questions, he could save himself from embarrassment caused by mistakes he might make. However, in the interview, he asserted that he used the experience to prepare future similar conversations to avoid the same problem. His ability to explain the effectiveness of the strategy indicates that he consciously used the strategy:

... When an English-speaking customer asks, “Do you have this stuff in such-and-such size?” I personally prefer responding to

him or her with “No, we don’t. Sorry.” ... if I provided some further explanation saying that the sizes we have are such-and-such, I am afraid I would not be able to do it well (Iv-Yono-29/10/09-English, turn 310).

Rani found that using the strategy ‘repeating’ by imitating native speakers was not easily applicable due to the difficulties in finding native speakers of English in Malang. To solve this problem, she believed that imitating native-English-speaking singers through songs was “good enough”:

By singing and memorizing English songs, I can get some new words along with how to pronounce them as done by the singers. Because finding native speakers of English is very hard here, I believe that this way is good enough ... (Di-Rani-English, week 2).

In monitoring the use of the strategy ‘seeking practice opportunities’ by joining a conversation club, Santo did not believe he had got the best

results because the organising committee of the club lacked confidence. His ability to monitor his strategy use shows that he consciously used the strategy:

... for speaking skills, I joined Gajayana English Conversation Club but its contribution was not significant because the personnel handling the club – not the programs that were poor – were not consistent. They were inhibited ... (Iv-Santo-02/11/09-English, turn 36).

#### **Confident use of strategies**

Confident use of strategies is the use of strategies with certainty that they are effective. Here, indicators of confidence are high frequency and constant repetition of the same strategies over a period of time. Yanti, Bima, and Santo confidently used strategies as can be seen in these quotations:

... I often practise speaking English with peers. ... I try to speak English as frequently as possible with Sinta and Inul. ... I often practise speaking English

with off-campus friends who are English majors (Iv-Yanti-04/11/09-English, turns 76-94).

At home, I speak English with family members – elder and younger brothers – when we have informal chat ... We do it every day. It could be in the morning or afternoon. The chat, however, is not long, two or three minutes only (Iv-Bima-26/10/09-English, turns 52-56).

This week, I am still doing the activities I did last week ... In addition to the activities I did last week, I have some other learning strategies. ... In addition to doing the same activities as I did in the previous weeks, this week, I have been doing the following activities ... (Di-Santo-English, weeks 2-4).

Yanti confidently exercised the social strategy ‘cooperating with peers’. This can be seen from her usage of ‘often’ and ‘frequently’. She often practised speaking with peers and English-major friends from other

universities. She frequently practised speaking with Sinta and Inul as well. Similarly, Bima was confident that speaking practice opportunities are very useful for the improvement of his speaking skills. Therefore, he confidently used the strategy ‘practising naturalistically’ by speaking English with his siblings every day regardless of the length of the chat. Santo, in his diaries, wrote that he used particular strategies repeatedly from week to week.

#### **Effortful use of strategies**

Effortful use of strategies is the use of strategies by putting in extra effort. In this study, an indicator of effortful use of strategies is the involvement of one or more forms of effort before or during the use of strategies. Ina and Rani, for instance, effortfully used the cognitive strategy ‘repeating’, by imitating native speakers through songs. They put in extra effort: going to an internet café, browsing song lyrics, downloading them, and working on them.

I sing English songs. ... because what is said by the singers is sometimes different from what I

hear and say. ... I usually go to an internet café to download the lyrics. Then, I memorize them (Iv-Ina-05/11/09-English, turns 10-22).

I sing English songs ... I always seek the lyrics of those songs by downloading them from the internet. When singing a song, I imitate the way the singer sings the words. Then, I memorize the song (Di-Rani-English, week 2).

#### **Persistent use of strategies**

Persistent use of strategies is the use of strategies by exercising and wanting to continue exercising them, although the student may have experienced some frustration, discomfort, disappointment, or face threat in the process. Tuti, for instance, persisted with the social strategy 'cooperating with peers', Budi, with cognitive strategy 'practicing naturalistically', and Sani, with the metacognitive strategy 'seeking practice opportunities':

What I want to do is cooperate with all my classmates, but when

I ask Yono or Gimin, for instance, they simply laugh. ... They do not want it. ... With Sablah, what makes me annoyed is that she gets bored when I practise speaking with her (Iv-Tuti-30/10/09-English, turns 321-323).

Yes, his way of speaking ..., since the way the native speaker of English speaks ..., his tongue seems to be ..., what should I say, I sometimes understood but I sometimes was also lost. When I did not understand him, my brother told me what the native speaker said. [Interviewer: When you did not understand, why didn't you ask the native speaker of English directly?] I was embarrassed in front of my elder brother (Iv-Budi-04/11/09-English, turns 116-120).

When we meet, we have to mix English and Indonesian. When I speak wholly in English, he says "Please don't. I also want to learn Indonesian." So I find it hard to practise speaking wholly in

English with him (Iv-Sani-09/11/09-English, turns 86-90).

Tuti wanted to exercise 'cooperating with peers' by speaking with all her classmates. However, some of them did not respond to her positively. This gave her some frustration, yet she still wanted to practice speaking with Sablah. However, Sablah easily got bored, which she found irritating. Nevertheless, she persisted with the strategy. In a similar case, Budi did not mind speaking with a native speaker of English in his elder brother's presence, even though it was potentially face-threatening. He thought he would lose face if his brother noticed his difficulties in understanding the native speaker. He even had to hide the truth that he did not fully understand the native speaker by avoiding request for clarification directly to the native speaker in front of his brother. He thought he would look stupid if he repeatedly had to seek clarification of what the native speaker said. Sani wanted to practise speaking in English only with his native-English-speaking

friend. However, his friend, a learner of Indonesian, preferred a mixture of English and Indonesian so that he also could gain some benefit for his Indonesian learning. Sani accepted his friend's wish while continuing to practise his English with him as much as possible.

To summarize the ways students used strategies, this study revealed four dimensions: conscious, confident, effortful, and persistent use of strategies. Surprisingly, one student raised another potential way of using strategies, i.e. creative use. Creative use of strategies is the use of strategies that involves ingenuity before or during the use of strategies. Because there was only one student who claimed using strategies in this way, creative use of strategies is not listed as the fifth dimension of the ways students use strategies. It needs further investigation.

Adi creatively used the strategy 'practising naturalistically' as shown in the following quotations:

After sunset prayer, I interact with my friends living overseas using the 'voice chat' facility. To enable

me to chat with them using the internet and to avoid the cost, I use the wireless facility owned by the university. Speaking with my native-English-speaking friends enables me to practise with English sounds and accents first hand (Di-Adi-English, week 1).

I have been seeking other English-speaking partners using Yahoo Messenger with the 'voice chat' facility that enables me to have oral interaction (Iv-Adi-30/10/09-English, turn 46).

To use the strategy 'practising naturalistically' by chatting with native speakers of English or foreigners using the internet, Adi had to exercise his initiative to tackle the obstacles he was faced with. Normally, he would have had to spend a large amount of money for internet access, but this is money he did not have. His clever solution was to use the free chat-room provided by Yahoo Messenger that he accessed using the free wireless internet facility provided by the university.

The quotation below further shows how Adi creatively used a particular strategy:

Basically, I am not a person who sticks only to one strategy. In certain situations, I work hard to creatively make use of learning strategies. Wherever I am, I usually try to creatively think of using them. For example, for a discussion on literature, I contribute a topic like Indonesian literature at the present time. From this, I think of setting up other discussions on English literature carried out in English. By doing this, I can not only practise speaking English but also improve my comprehension of English literature (Iv-Adi-30/10/09-English, turns 212-218).

Adi asserted directly that he creatively thought of using learning strategies. He derived strategies even from activities that had no relation to his English learning. For example, while taking part in a discussion on literature in Indonesian he thought he could see a strategy to practise his English speaking skills. What he did was set up discussions on English literature in English. By doing this, he thought he could exercise the strategy 'practising naturalistically' by speaking

English with the participants of the discussion. Using this strategy was killing two birds with one stone: in addition to improving his speaking skills, he could express his interest in and improve his grasp of English literature.

### **The WHY: the motives why students use strategies**

Our data showed two motives, usefulness and pleasure, as well as typical relationships between how and why strategies were used in specific ways. In brief, students used strategies consciously, confidently, or effortfully either because of their perceived usefulness or their pleasure in using them, but the motive why they used strategies persistently was the perceived usefulness of the strategies only.

### **Usefulness of learning strategies**

Students believed that the exercise of particular strategies brings some beneficial outcomes that enhance their learning. Bima and Sinta used strategies respectively consciously or confidently because of their perceived usefulness:

... Playing computer games is the most useful ... It has been useful

for my reading, speaking, listening and grammar skills. ... I am aware that my English has improved significantly since I knew and played the games (Di-Bima-English, week 4).

I listen to English songs almost every morning and free time ... This enables me to pronounce words orally in the way native speakers do. I also speak English with friends as frequently as I can because this helps me improve my speaking fluency (Di-Sinta-English, week 1).

Earlier in his diary, Bima reported using the cognitive strategy 'repeating' by consciously imitating characters in computer games and the quotation shows that he did it because of the usefulness of the strategy. He believed it was the most useful strategy not only for speaking skills but also for other language skills. He provided further evidence of the usefulness of the strategy by speaking of the positive effect of the strategy use, namely the significant improvement of his English

mastery based on different grades he had before and after the use of the strategy.

Sinta confidently used the cognitive strategies ‘repeating’ by imitating native-English-speaking singers and ‘practising naturalistically’ by speaking English with her friends. Obviously, her confidence was raised by the usefulness of the strategies. She asserted that listening to English songs was useful because it enabled her to improve her pronunciation skills by imitating the native-English-speaking singers. She also claimed that speaking English with her friends was helpful in improving her speaking fluency.

Sani used the cognitive strategy ‘repeating’ effortfully because of its usefulness. He put in extra effort in using the strategy, namely by going to an internet café, browsing song lyrics, downloading the lyrics, and working on the lyrics, because he believed that the strategy could help him improve his pronunciation skills by imitating native-English-speaking singers. This is shown in the following extract:

While listening to the songs, I try to repeat, to say what I hear. ... I

normally go to an internet café to browse the lyrics of the songs. It is useful (Iv-Sani-09/11/09-English, turns 12 and 128).

Similarly, Budi persistently used the cognitive strategy ‘practising naturalistically’ despite some face threat:

... I sometimes understood but I sometimes was also lost. When I did not understand him, my brother told me what the native speaker said. [Interviewer: Why didn't you ask the native speaker directly?] I was embarrassed in front of my brother. [Interviewer: Does speaking with native speakers help you improve your speaking skills?] It does (Iv-Budi-04/11/09-English, turns 116-128)

Budi kept up the strategy ‘practising naturalistically’, despite the potential for embarrassment from lack of comprehension, because he thought it was useful. He believed that speaking with a native speaker of English was useful for the improvement of his speaking skills.

### **Pleasure in using learning strategies**

Pleasure in using strategies, though less prominent than perceived usefulness of strategies, was another motive why strategies were used consciously, confidently, or effortfully. Pleasure in using strategies here means that there is some involvement of enjoyment or fun during the use of a strategy. Evidence in this section illustrates pleasure in using the strategies as the motive why students used particular strategies in each of these three ways.

Adi consciously used the cognitive strategy ‘practising naturalistically’ and effortfully exercised another cognitive strategy ‘using resources for receiving and sending messages’ for pleasure:

Acting in a drama performance leads me to imitate certain accent ... I enjoy the challenge of acting in dramas, I mean to shift roles. Such activity requires me to learn how to speak in certain styles. ... That is interesting and challenging (Iv-Adi-30/10/09-English, turns 144-158).

I used a computer program called ‘Talk to Me’ ... To operate it, I needed to use Windows XP. ... To maximize its usefulness, I need headphones and a microphone. ... Using this program is fun because it contains recreational activities and practices. ... This encourages me to produce words and sentences as well as possible (Di-Adi-English, week 4).

Adi enjoyed the challenge of shifting roles, requiring him to speak in different ways and he experienced this pleasure while using the strategies. He asserted that the activities were interesting and challenging. He also effortfully used another strategy by putting in extra effort, i.e. installing Windows XP and buying headphones with a microphone because it was pleasurable.

Bima confidently used the cognitive strategy ‘repeating’ for pleasure:

I play computer games almost every day because I really love games ... When I feel frustrated while playing a computer game, I

like saying things in English. I also like saying the game characters' lines. That is very enjoyable (Di-Bima-English, week 1).

As indicated by the high frequency of the strategy use, almost every day, Bima confidently used the strategy 'repeating' by imitating native speakers through computer games. He did this because he found it pleasurable. He explicitly claimed that imitating characters' lines from the games was "very enjoyable".

To summarize, students used strategies consciously, confidently, effortfully, or persistently. The motives for using them in such specific ways are the usefulness or pleasure in using them. The next section will discuss these findings.

## **DISCUSSION**

This study gave evidence that students used strategies consciously and confidently. This is interesting given that these students had never received explicit strategy training. Yet, they showed clear awareness and high frequency, the key components of

conscious and confident use of strategies respectively as previously shown by Zhang and Goh (2006) for the conscious and confident use of strategies, and as for conscious use, by Lee and Oxford (2008: 8) for Korean EFL learners.

The study also uncovered effortful and persistent use of strategies as additional dimensions of how students use strategies. Distinct to the conscious and confident use of strategies, these two approaches require 'work' from the students and to take deliberate action. The previous quotation of Ina (Iv-Ina-05/11/09-English, turns 10-22), for instance, shows that Ina put in extra work by going to an internet cafe, browsing song lyrics, downloading them, memorising them, singing the songs, and imitating the singers. The study, however, did not uncover the dimensions of efficiency (Lee and Oxford, 2008) and appropriateness (Vann and Abraham, 1990). Reasons for this are not clear, but may have to do with characteristics of data collection instruments or context-specific issues.

With regard to the motives why students use strategies in specific ways,

this study confirms the usefulness of strategies (Zhang and Goh, 2006) as the main motive why students used strategies consciously and confidently. The study also found another motive why students use strategies, the pleasure in using strategies. Pleasure seems to be overall less significant than usefulness, and, interestingly, pleasure never became the reason for the persistent use of strategies. This happens perhaps because both reveal a conflicting semantic component. Persistent use of strategies whose key component involves discomfort, disappointment, and face threat reveals ‘something is bad; I don’t feel good when I do this’, whereas pleasure in using strategies involves enjoyment or fun which reveals ‘something is good; I feel good when I do this’. Thus, they are not compatible to each other.

This study did not uncover perception in the importance of English, learning self-image, and awareness of strategies (Lee and Oxford, 2008). This is because we investigated the motives for using strategies in specific ways and did not make an attempt to assign reasons for their use, as Lee and Oxford (2008) did by investigating those three

reasons as pre-set variables and testing them as to whether they related to frequent use of strategies among their research participants.

## **CONCLUSION AND IMPLICATIONS**

With regard to the question of how students use strategies, this study revealed four dimensions of the ways strategies are used: conscious, confident, effortful, and persistent use. Perceived usefulness and pleasure in using strategies are two important motives why students use strategies in specific ways.

The above-mentioned findings of the study lead to implications to theory and practice. To theory, two new ways of using strategies, i.e. effortful and persistent use, and another new motive for using strategies, i.e. pleasure in using strategies, contribute to the body of knowledge of learning strategies. To practice, implications of this study would be of interest for teachers, curriculum developers, and students at GUM, but also, we believe, for teachers, curriculum developers, and students at other universities in Indonesia and similar EFL contexts, in

particular at institutions that so far have not included strategy training in their teaching and learning.

To teachers, this study uncovers students' independent use of strategies for speaking skills that they might not have been aware of. However, such an awareness of their students' strategy use could encourage teachers to provide organised, well informed strategy training to assist students further to use learning strategies for maximum learning outcomes. Teachers who have insufficient knowledge of learning strategies might feel motivated to gain relevant knowledge and skills through self-study and professional development courses that the institution should initiate.

For curriculum developers, this study contributes a basis for developing a curriculum that accommodates the need for strategy training. Such training could be provided either as a separate strand within the degree course, or be embedded across units in the degree, thus enabling teachers to integrate strategy training into the curriculum and learning and teaching materials and processes.

As for the students, the study showed that these Indonesian EFL students use language learning strategies independently to improve their speaking skills. Strategy training will give them more direction and greatly enhance their awareness of strategy use and the effectiveness of their strategy use. Finally, it might add more pleasure to their language learning.

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<sup>i</sup>Iv refers to the interview data.

<sup>ii</sup>Di refers to the diary data.