

# EFL Students' Learning Strategies in Speaking: A Case Study of Sixth Semester at English Education Department, Muria Kudus University

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## Abstract

Speaking is the most basic activity in life. Speaking is defined as an activity carried out by someone to communicate, exchange ideas, express views, and convey other life information. Speaking is also included in matters that are significant in various aspects of life in the sense that speaking is an important thing that must be done and must be mastered. Speaking skills occupy a very important position because speaking skills demonstrate students' communicative abilities. Therefore, this study aims to find out the students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023 and how do the students apply it. The design of this research is qualitative research. The participants of this research were the sixth semester students of Muria Kudus University in the academic year 2022/2023. The researcher used questionnaire and interview as the instruments the collect the data. The results of this research showed that all the types of learning strategies are used in terms of speaking English, namely Memory strategies, Cognitive strategies, Compensation Strategies, Metacognitive strategies, Affective strategies, and Social strategies. Based on all the strategies used by the students, its indicated that the students prefer to used indirect learning strategies than Direct learning strategies. The Direct learning strategies that used by the students to improving English speaking skills were Compensation strategies (69,8%), Cognitive Strategies (64,9%), and Memory Strategies (63,7%). Indirect learning strategies that used by the students were Affective Strategies (71,3%), Social strategies (71,1%), and Metacognitive Strategies (67,8%). In improving the ability to speak English, sixth semester students do many ways such as writing new vocabularies in the book, practicing and learning some new words, using gestures and improvising when they forget an English word, and evaluating the progress in speaking English.

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## Introduction

In the era of globalization, English plays a role as a world language, in other words, English is an intermediary language in various worlds. In other countries, English is the second language of communication, just like in Indonesia, English is not the official language that is used in daily life because people generally use the Indonesian national language as well as regional languages. Regardless of whether English is a foreign language or a second language, in everyday life, English is of course often used and also studied, especially for students. In learning English, of course, you have to master the four main aspects, namely speaking, reading, writing, and also listening. These four aspects of expertise must be well studied and understood. There are four aspects, the speaking aspect is one of the most important aspects when learning English. (Haerazi & Irawan, 2019) stated that in honing English speaking skills, one must also focus on grammar, vocabulary, fluency, and

also reading skills. Besides that, before speaking, we also have to know what we are going to convey, besides that we also have to pay attention to the correct pronunciation of each word (Buhari, 2019).

Speaking is the most basic activity in life. Speaking is defined as an activity carried out by someone to communicate, exchange ideas, express views, and convey other life information. (Abd & Fattah, 2022) defined speaking as a two-way process, namely the communication of opinions, information, and actual emotions. Speaking is also included in matters that are significant in various aspects of life in the sense that speaking is an important thing that must be done and must be mastered. Speaking skills occupy a very important position because speaking skills demonstrate students' communicative abilities. (Chien et al., 2020) also stated that speaking is not only crucial for learning, but it is also important for other types of learning. In other words, it can be interpreted that the ability to speak is one thing that can be used to demonstrate other abilities. Speaking ability needs to be mastered as a tool to interact verbally with language. Speaking skills are not obtained easily and instantly, practicing speaking English every day is necessary to hone skills. A speaker must have good speaking skills to communicate with others effectively. In mastering speaking skills, speakers must know many important components such as pronunciation, grammar, vocabulary, fluency, and comprehension.

(Basalama et al., 2020) investigated the kinds of student learning strategies and also identified the factors that caused students to choose the learning strategy in English Speaking Class. (Wael et al., 2018) also did research to identify the type of learning strategies used by the students of the English Department in learning to speak English and based on their research they found that some students frequently used memory strategies in learning to speak English. (Prabawa, 2016) also found that there are some strategies used by Indonesian tertiary students when they speak English and improve their speaking abilities. There is also research come from (Leong & Ahmadi, 2017) that analyzed speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. Furthermore, there is research by (Lingga et al., 2020) that identified the difficulties of speaking English faced by students, on their research they also found out the strategies used by the students to overcome the difficulties.

According to the background to the research above, the researcher is interested to identify the student's learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023. Learning strategies are the main factors to help students learn a foreign language, it conduct some steps that can enhance their own learning (Oxford, 2003).

Based on the explanation above, the researcher tried to answer the research questions, as follows:

1. What are the types of students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023?
2. How do students' use the learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023?

Besides the research questions, the researcher also formulated the objective of the research, that is to find out the types of students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023 and to describe the way the students' use the learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023.

Learning is the process of improving or enhancing behavior through experience. Learning becomes a process rather than an end in itself. Learning involves more than just memorization, and the learning outcome includes more than just mastering the material and earning the best grade possible. To support the success of the learning itself, a learning strategy is needed. These learning

strategies can be chosen according to the situation and the student's learning goals. Based on (Basalama et al., 2020), learning strategies are techniques or ways which can be used by students to collect knowledge related to their study. It can be helped by specific rules and procedures, which it will use to support and aid students in their learning actions before, during, and after the teaching and learning process that takes place in the classroom. In line with them, (Oxford, 2003) stated that learning strategies are steps that can be done by students to improve their own learning. Direct and indirect learning strategies are the two categories of learning strategy. A direct learning strategy is one that involves the learning target directly with the learners. The approach that learners employ to support and control their learning without directly involving the learning objective is known as an indirect learning strategy. Oxford (1990) as cited in (Oxford, 2003) distributed direct learning strategy into three types, there are memory, cognitive, and compensation strategies. Moreover, indirect learning strategy is classified into three types, there are metacognitive, affective, and social strategies.

Speaking is one of the most challenging parts of learning a language. In general, speaking involves producing, receiving, and processing information as part of an interactive process of producing meaning. speaking also means a certain skill to produce language and to communicate ideas, knowledge, feelings, and experiences through the tongue or through body language. (Leong & Ahmadi, 2017) on his paper stated that one of the most crucial abilities to build and improve for effective communication is speaking. Speaking requires paying attention to a variety of factors, including our speaker as well as what is being said and the words being used. Additionally, a good communicator should be aware of the subject being discussed, the terminology they are using, who they are speaking to, and the audience they are speaking to. Speaking skills are the most important skills for all students who want to learn English in order to advance their careers, improve their businesses, boost confidence, find better employment opportunities, deliver speeches in public, attend interviews, take part in debates and group discussions, present information, and so forth. Therefore, students of sixth semester at English Education Department must master the English' speaking skills because it will be useful to develop their soft skills in the future. It has been supported by (Leong & Ahmadi, 2017) that someone who speaks English fluently will have a greater chance for better education, jobs, promotions, and so on.

According to (Hendra Heriansyah, 2012), common difficulties encountered by students when speaking in class are (1) students often do not know what to say, so they tend to be silent, (2) they are shy, embarrassed, uncomfortable, and unsure of themselves. believe if they make mistakes., (3) students are afraid of making mistakes in class because their friends will laugh at them, and (4) students are not used to making mistakes when speaking in class because of their poor pronunciation and vocabulary and limited. Speaking seems difficult because speakers have to create sentences from time to time.

Speaking is regarded as the ability that must be learned most effectively among the four primary language abilities. For most people, mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured by the ability to carry on conversations in that language (Nunan, 1991). However, learning to speak different languages is a difficult ability for beginners to acquire. Regarding this, according to (Brown, 2004), speaking consists of five elements: grammar, vocabulary, comprehension, fluency, and pronunciation. These elements should be known to students. Before speaking, students need to prepare what they're going to say, be able to pronounce the words correctly, have a sufficient vocabulary, and be able to structure the sentences so that they are understandable. Speaking learning strategies are typically regarded as techniques that students choose and apply to increase their possibility of success in improving their language-using speaking abilities. The role of speaking learning strategies is an action taken by students to support their own learning so that learning becomes easier, quicker,

more enjoyable, and more efficient. Therefore, speaking learning strategies play an important role because by using the right speaking learning strategies, the language learning process will improve significantly.

### **Research Method**

The design of this research is qualitative research especially case study. Researcher used direct natural settings and interaction with the environment to gather detailed information in qualitative research methodologies. Based on the explanation above, the researcher applied a qualitative research design because the focus of this research is to find the students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023 and how do the students apply it. In this research the participants were the sixth semester students of Muria Kudus University in the academic year 2022/2023. The researcher used purposive sampling techniques to examine the students of sixth semester at English Education Department in the academic year 2022/2023 to be studied. The researcher used this method to find out about the students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023 and how do the students apply it. The researcher used questionnaire and interview as the instruments the collect the data. The questionnaire being as the main instrument for this research to answer the research problem. While the interview is the second instrument to help strengthen the data obtained from the questionnaire. The researcher used an online questionnaire from Google Form. The researcher implemented modifications to the questionnaire list that adapted from (OXFORD & NYIKOS, 1989). Questionnaire techniques in the form of a Likert scale can provide more in-depth information because respondents can freely answer questions and are closed in nature. The closed-ended survey uses a rating scale known as the Likert Scale, which consists of five options, they are never, seldom, sometimes, often, and always. The students have to mark the question on the questionnaire sheet with a checkmark. There are 20 numbers in the questionnaire, which divided into two categories of learning strategies. The researcher also used the interview instrument to collect data. The researcher asked the participants' opinions toward the students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023 and how do the students apply it. The interview consists of 6 questions for 5 students. The researcher provides a list of questions in both English and Indonesian when conducting an interview session in order to make it easier for the participants to respond to the questions. The interview process lasts for about 4-5 minutes for each participant. The researcher took notes while recording the audio. After collecting the data, the researcher used several kinds of instruments to analyze the data. The researcher showed the results of a closed-ended questionnaire regarding the students' learning strategies in speaking, the researcher evaluated the findings of the data collection and effectively present the research. The researcher analyzed the data collected from questionnaire using simple descriptive percentage to know the speaking strategy which was mostly used by the sixth students of Muria Kudus University. The percentage formula as follows:

$$P = F/N \times 100\%$$

Note :

P : Percentage

F : Total of frequency or the total for each statement

N : Highest score

After coded data in order to generate themes that will be analyzed. The researcher present the data as discussions and narratives with related subjects. Then the researcher interpreted the results and the significance that results from comparing the results with the information obtained from the theory. To analyze the data from an interview, the researcher used the data analysis model from Miles and Huberman (2014) as cited in (Robiansyah & Rochmahwati, 2020). The flow analysis model is a qualitative data analysis that is divided into three flow activities, namely data reduction, data display, and conclusion drawing. After the researcher obtained data from the interview, the researcher then analyzed the data by selecting and categorizing the data obtained from the interview. Then the researcher presents the data obtained in the form of a table or essay. After the data has been analyzed and interpreted by the researcher, then the researcher makes a general view of the data that has been interpreted. After the general view is obtained, the researchers evaluate and draw conclusions. The conclusion in this research is of course a description of the students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023 and how do the students apply it.

## Result And Discussion

This present about the results and also the discussion of the research. There are two parts of the results and the discussion, it is the types of students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023 and how do the students apply it.

### ***The Types of Students' Learning Strategies in Speaking of Sixth Semester at English Education Department in the Academic Year 2022/2023***

The researcher used questionnaire and interview to find the types of students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023. The questionnaire was filled out by 44 students of sixth semester at English Education Department in the academic year 2022/2023. While the interview was done to 5 students of sixth semester at English Education Department in the academic year 2022/2023. The researcher implemented modifications to the questionnaire list that were adapted from (OXFORD & NYIKOS, 1989). The questionnaire was shared by Google Form, it consists of 20 statements that were classified into two types of direct learning startegies dan indirect learning strategies.

The researcher interviewed by Zoom Meeting to collect depth information about the types of students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023. There are five students that was interviewed. The total of questions is six questions. There are 6 questions were classified into two types of direct learning startegies dan indirect learning strategies

Table 1. The questionnaires statements and the Interviews Questions

No.	Questionnaires Statement	Score	Types of Learning Strategies	No.	Interviews Question
1.	I try to determine the English Pattern by listening to the English speaker.	65,4%	Memory Strategies	1.	As an English Education Department student, what do you do when you learn new English words?
2.	I constantly write summaries of anything related to English that I read or hear.	55,4%			
3.	I remember new vocabulary or phrase by identifying a familiar.	70,4%			
4.	I try to practice to improve skills speak like a Native English speakers.	74%	Cognitive Strategies	2.	Do you often practice to improve your English speaking skills?
5.	I read parts in English on the internet or in books to get speaking material.	68,1%			
6.	I try to write new vocabulary through writing a note in my book.	64%			
7.	I try to decompose the new information using other concepts.	53,6%			
8.	I try to understand phrases by predicting the meaning of English words and breaking them into smaller smaller parts.	68,1%	Compensation Strategies	3.	When you appear to speak in front of the class, then you forget the word in English that you want to convey to the listener, what will you do?
9.	When I perform in the classroom and i forget the vocabulary in English, I use my mother tongue or gesture.	64,5%			
10.	If I don't know an English word regarding something, I'll use a word or phrase that has the same meaning.	76,8%			
11.	I try to speak English with others when I have the opportunity.	67,7%	Metacognitive Strategies	4.	As a student majoring in the English Education Department, do you have a special schedule to practice improving your
12.	I am paying attention to my English pronunciation errors.	78,1%			

No.	Questionnaires Statement	Score	Types of Learning Strategies	No.	Interviews Question
13.	I plan my schedule to improve my speaking skill so that I can talk more clearly.	55,9%			speaking skills and have you ever evaluated your progress?
14.	I check my speaking development and try to evaluate myself.	69,5%			
15.	I try to calm down when I'm afraid in speaking English.	77,2%	Affective Strategies	5.	As an English Education Department student and also as a student majoring in foreign languages, what strategies do you use to improve your English speaking abilities?
16.	I reward myself when I can speak English well.	65,4%			
17.	I push myself to speak English even when I'm afraid of making mistake.	71,3%			
18.	I practice speaking with my friends or my teacher.	63,6%	Social Strategies	6.	Have you ever asked for correction from your friends when you were practicing speaking English?
19.	I ask someone to correct my speaking error.	68,6%			
20.	If I don't understand the materials, I ask my friends some questions.	81,3%			

The table above showed the questionnaires questions and also the interviews questions of students' learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023, there are 20 statements that were classified into two types of direct learning strategies dan indirect learning strategies. Based on the questionnaire questions, the statements of direct learning strategies were divided into number 1-3 is statements of Memory strategies, number 4-7 is statements of Cognitive Strategies, number 8-10 is statements of Compensation strategies. Meanwhile, the statements of Indirect learning strategies were divided into number 11-14 is statements of Metacognitive strategies, number 15-17 is statements of Affective strategies, number 18-20 is statements of Social strategies. Meanwhile in the interview questions, there are 6 questions where each question is a representative of each type of learning strategies from Oxford 1990 as cited in (Oxford, 2003). Questions number 1-3 are a type of Direct learning strategies where the first question in the interview is a type of Memory strategies, the second question is a type of Cognitive strategies, the third question is a type of Compensation strategies. Question number 4-6 is a type of Indirect learning strategies where the first question in the interview is a type of Metacognitive strategies, the second question is a type of Affective strategies, the third question is a type of Social strategies.

### ***Direct Learning Strategies***

From the results, the researcher concluded that In Memory strategies, students use their brains to retain the crucial knowledge or information they gather during the learning process and

to help in obtaining that knowledge or information when they need to use it for production or understanding. The results of the Memory strategies statements indicate that most of the sixth semester students apply Memory strategies in improving their English speaking skills, they did many activities such as trying to learn the language patterns they get from English speakers or native speakers and lecturers. Based on the interview result, some students also said that they also used notes to remember new English words, some students also said that they also used a strategy by finding out the context of the new word so that the word was easy to understand and also remember, and from the results of the interview some students also carried out a strategy by trying to find the meaning of the new word on Google so that by knowing the meaning of the new vocabulary in their language they thought that by using this strategy the new vocabulary could be easily understood.

In Cognitive strategies, students can do practicing, receiving and sending messages, and analyzing and reasoning to improve their speaking better. The results of the Cognitive strategies statements showed that most of the sixth semester students implemented Cognitive strategies to improve their speaking skills. Based on the interview result, the results showed that sixth semester students also used cognitive strategies. Students said that they practice speaking English to improve their speaking skills, they also practice to make their pronunciation better, some of them also write about daily activities, and also some of them try to practice speaking like making a vlog.

Compensation strategies could be the most crucial ones for beginning and intermediate language learners, as well as for experienced language users who don't know an expression in certain situations, can't hear something clearly, or get confused by implicit or purposefully ambiguous language. The results of this Compensation statement indicated that the sixth semester students apply the Compensation strategies in improving their English speaking skills by trying to understand new vocabulary or phrases by predicting the meaning of English words and breaking these words into small parts that are easy to understand. Based on the results of the interview, it can be concluded that the Compensation Strategies is the strategy most often used by sixth semester students both when practicing speaking and when speaking in public. Some sixth semester students also said that they used other Compensation strategies such as using gestures or body language, moving to language when they did not know the meaning of English vocabulary, understanding the context, and also some sixth semester students trying to remember points from the vocabulary so that when they forget the English vocabulary of the word. They can still convey the meaning of the word through the point of the word.

From the explanation above, the sixth students of Muria Kudus University in the academic Year 2022/2023 used Direct learning strategies to improve their English speaking skill. The direct learning strategies that used by the students were Memory strategies (63,7%), Cognitive strategies (64,9%), and Compensation strategies (69,8%). Based on the data, the most strategies of direct learning strategies used by the students is Compensation strategies with a score of 69,8%. It is in line with the previous research by (Prabawa, 2016) which stated that the type of speaking strategies mostly used by the students in terms of speaking English is Compensation strategies, this is also the same as the theory by (Al-buainain, 2010) which found that Compensation strategies help students to make up for lacking knowledge while comprehending and employing the target language.

### ***Indirect Learning Strategies***

From the results of the table above, the researcher concluded that In Metacognitive strategies, students or learners can improve their language in speaking by using the three sets of metacognitive strategies, which are centering, arranging, planning, and evaluating the learning. From the results, it was found that the sixth semester students, both those who chose the option seldom, sometimes, often, and always, they tried to improve their Speaking skill using some



strategies of Metacognitive Strategies. Based on the interview result, it can be seen that the sixth semester students also said that they also applied Metacognitive strategies in improving their English speaking skills. Metacognitive strategies that they used such as practicing at any time and also when they have free time, they also say that some of them have a special schedule for practicing English, after learning they also evaluate their progress in speaking English, another metacognitive strategy that they apply is study regularly and also evaluate weaknesses in speaking.

In Affective strategies, the students can do some strategies to make their speaking skills better such as lowering your anxiety, encouraging yourself, taking your emotional temperature, rewarding oneself for good performance, and using deep breathing or positive self-talk. From the results of all statements, it was found that the sixth semester students who chose the sometimes, often, and always options, they used Affective strategies to improve their speaking skill such as tried to control themselves by staying calm when they felt anxious and afraid when they will appear to speak in front of many people. Based on the interview result, it can be seen that sixth semester students also apply Affective strategies in improving their English speaking skills. The Affective strategies they used is learning and practicing speaking English according to their interests. The Affective strategies they did was that some students practiced speaking through imitation, paying attention to lecturers in class, watching movies and imitating dialogues, conducting peer assessments, and some of them also used English songs and lyrics to improve their English speaking skills.

Social strategies prove especially beneficial for language learners and play an important role in speaking English more fluently. In Social strategies, the students can do some strategies involve asking question to get verification, asking for clarification, asking for help in doing a language task, cooperating with others, talking with a native-speaking conversation partner, empathizing with others, and exploring cultural and social norms. From the results of all the statements, it was found that there were several students who chose the sometimes, often, and always options, that indicated if they used the Social Strategies. The results of this statement indicate that sixth semester students apply Social strategies in improving their English speaking skills. Based on the interview result, it can be seen that sixth semester students also apply Social strategies in improving their English speaking skills. The Social Strategies they did was practicing with friends, correcting each other if there was a mistake when practicing speaking English, be it about grammar or pronunciation.

From the explanation above, the sixth students of Muria Kudus University in the academic Year 2022/2023 used Indirect learning strategies to improve their English speaking skill. Indirect learning strategies that used by the students were Metacognitive strategies (67,8%), Affective strategies (71,3%), and Social strategies (71,1%). Based on the data, the most strategies of Indirect learning strategies that used by the students is Affective strategies with a score of 71,3%. It is in line with the previous research by (El Sakka, 2019) which stated that students preferred to use Affective strategies because those strategies helped students to control their negative feelings and also turn them into positive attitudes, this is also the same with the theory by (Getruida et al., 2016) which stated that affective strategies make students motivated and have a positive attitude towards speaking.

### ***The way the students' use the learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023***

Based on the table 1, the first question is about Memory strategies that is "As an English Education Department student, what do you do when you learn new English words?". The answer of the students 1 and 2, they preferred to write the new English word which they got in the note. Then the students 3 and 4, they preferred to figure out the meaning of the new English

word. While the student 5, she just remember it. Based on the answer of the first question, the students used notes and figured out the meaning when they got the new English word. (Boyle & Weishaar, 2001) stated that through applying their own words, students who take notes are better able to understand the material. Through writing the material's simple words, taking notes helps students in developing their abilities.

The second question is about Cognitive strategies that is “Do you often practice to improve your English speaking skills?” According to Oxford (1990) as cited in (Oxford, 2003), Cognitive strategies can be followed by Practicing, receiving and sending messages, and analyzing and reasoning. The answer of all students is they often practice speaking skills to improve their ability to speak English, whether it's practicing by making daily stories, speaking like they are making a vlog, practicing pronunciation, or learning new vocabulary.

The third question is about Compensation Strategies that is “When you appear to speak in front of the class, then you forget the word in English that you want to convey to the listener, what will you do?”. The answer of student 1, she preferred to focus on the point. Then student 2, he does some improvisation and body language. The student 3, he tries to remember the point. Then the student 4, he tries to understand the context. While the student 4, when she forget a word in English, she preferred to use gestures and also use Bahasa.

The fourth question is about Metacognitive strategies that is “As a student majoring in the English Education Department, do you have a special schedule to practice improving your speaking skills and have you ever evaluated your progress?”. The answer of the student 1, she practice every free time. Then student 2, She has a specific schedule to practice English. Then student 3, he evaluate his progress in speaking English. Student 4 regularly learning and he evaluates the weakness in speaking. While student 5, she just improve speaking skills in speaking class.

The fifth question is about Affective strategies that is “ As an English Education Department student and also as a student majoring in foreign languages, what strategies do you use to improve your English speaking abilities?”. The answer of the student 1, She is practice speaking through imitation. Then student 2, she also practice speaking skill. Then student 3, He make attention to the lecturer in the class. Student 4, he makes attention to the lecturer in the class. While student 5, she use songs and lyrics to improve her speaking skill.

The sixth question is about Social strategies that is “Have you ever asked for correction from your friends when you were practicing speaking English?”. According to Oxford (1990) as cited in (Oxford, 2003), Social strategies can be followed by asking question to get verification, asking for clarification, asking for help in doing a language task, cooperating with others, talking with a native-speaking conversation partner, empathizing with others, and exploring cultural and social norms. The answer of the student 1, she always practices together with her partner. While the student 2, 3, 4, 5 always ask their friends for corrections when practicing speaking English.

Finally, from the interview above, the researcher found the result on how the students use the learning strategies in speaking of sixth semester at English Education Department in the academic year 2022/2023. The students used various kinds of the learning strategies in speaking such as Memory strategies, Cognitive strategies, Compensation strategies, Metacognitive strategies, Affective strategies, and also Social strategies. In improving their English speaking skills, they used a variety of strategies according to strategies that are appropriate and suitable for themselves. For example, in remembering new vocabulary in English, there are several strategies that are used, such as some making notes in books, some remembering by trying to understand the context of the vocabulary, some look for the meaning on their cellphones, and there are also those who just remember it.

## Conclusion

Based on the research findings, the researcher found that the students of sixth semester at English Education Department in the academic year 2022/2023 used almost all of the types of learning strategies by Oxford (1990) both Direct learning strategies and also Indirect learning strategies. The types of strategies used by the students is Memory strategies, Cognitive strategies, Compensation strategies, Metacognitive strategies, Affective strategies, and Social strategies. In improving their English speaking skills, even though students used the same strategies, they had different activities in using the strategies. Based on all the strategies used by the students, it indicated that the students prefer to used indirect learning Strategies than Direct Learning Strategies. The direct learning strategies that used to improving their English speaking skills were Compensation strategies, Cognitive Strategies, and Memory Strategies. Indirect Learning strategies that used by the students were Affective Strategies, Social strategies, and Metacognitive Strategies.

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