

**AN ANALYSIS OF STUDENTS' STRATEGIES IN LEARNING
SPEAKING SKILLS AT HOME AT THE TWELFTH-GRADE STUDENTS
OF SMAM AL-KAUTSAR PK KARTASURA IN 2022/2023**

THESIS

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RATIFICATION

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DEDICATION

This thesis is proudly dedicated to :

1. Allah *subhanahu wa ta'ala* who always blessed me.
2. Prophet Muhammad *shalallahu alaihi wassalam* who gives the best role model to do anything.
3. The special dedication for my beloved mom, my strongest mom ever Tri Suryaningsih (*Almarhumah*). I love you to the moon and back. Thank you for raising your children to think for themselves.
4. The deepest gratitude for my beloved father, Bp. Waluyo, who always gives me spirit and prayer, and supports me in finishing this thesis.
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9. For all who I always bother with, as I complete my thesis, I want to apologize and give my deepest thanks to you. May Allah repay all your kindness, *Aamiin...*

10. Last but not least, I wanna thank me, I wanna thank me for believing in
me, I wanna thank me for doing all this hard

MOTTO

“Becik Ketitik, Ala Ketara”

“But perhaps you hate a thing and it is good for you, And perhaps you love a
thing and it is bad for you. Allah know, while ye know not”
(The Quran 2:216)

“Process is just as important as results. If the result is nothing, it is okay. The
important thing is a process has been announced and implemented”
(Sudjiwo Tedjo)

“Not smiling is more cruel than murder”
(Sudjiwo Tedjo)

PRONOUNCEMENT

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Herewith I state all statements, opinions, and analysis that I have written in this research study are original work. I optimally conducted my own research study requirement of this college, except, some parts of which took part in references and suggestions as the guidance for the technical writing of the research study. If any claim related to the analysis that I made persists in the future, I would be fully responsible for clarification.

Surakarta, Mei 2023



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Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the day judgment, God almighty, for all blessings and mercies so the researcher was able to finish. Peace and blessing of allah SWT upon our Prophet Muhammad SAW, on his family and companions who gives the blessing and help so the writer can finish her thesis under the title **“An Analysis of Students’ Strategies in Learning Speaking Skills AT Home at The Twelfth-Grade Students of SMAM Al-Kautsar PK Kartasura in 2022/2023”**.

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The researcher realizes that this thesis is far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general

Surakarta, Mei 2023

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ABSTRACT

Agustin Nurkhasanah. 2023. *An Analysis of Students' Strategies in Learning Speaking Skills AT Home at The Twelfth-Grade Students of SMAM Al-Kautsar PK Kartasura in 2022/2023*. Thesis. English Education Department. Faculty of Cultures and Languages.

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Keywords : Speaking skills, Strategies, English learning, Learning strategy

This research attempted to find out the strategies used by the students in learning speaking English at home and the difficulties faced by the student when learning at home at the twelfth-grade students of SMA Muhammadiyah Al-Kautsar PK Kartasura. In conducting this research, the researcher used a descriptive qualitative research method. The researcher used observation, interview, and documentation to collect the data. Then, the researcher analyzed the data using Miles and Huberman's model analysis.

The result of this research shows that the students at twelfth-grade of SMAM Al-Kautsar PK Kartasura applied most of the strategies proposed by Oxford (1990): memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and the last is social strategies. The students use those strategies in order to gain more new knowledge and improve their ability in English.

The most used learning strategies by the twelfth-grade is compensation strategies were supported with the data on the result, which show that the frequently of use 20 times from social class and science class. Then the second one is metacognitive strategy which show that the frequently of use 18 times. The third one is cognitive strategy which show that the frequently use 16 times.

Based on the result it can conclude that the science class mostly use compensation strategies with the 10 times frequently use by students. While in the social class mostly use metacognitive strategy with the 11 times frequently use by the students. In science student class uses most learning strategy to improve English speaking at home is namely S1 with the 11 times frequently. While in the social class the student uses most learning strategies is namely S6 with the 18 times frequently. The strategy most often used by science students namely translating words, paying attention and asking for correction. Meanwhile social students often use translating words, getting help, paying attention, delaying speech, asking for correction.

The difficulties faced by students predominantly came from themselves, the shyness if they make mistake, and nervousness would make the contents in mind go blank instantly, they also lose role parents as mentors at home because their parents is too busy working or doing other things.

TABLE OF CONTENT

TITLE	i
ADVISORS SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	x
LIST OF APPENDICES	xi
LIST OF ABBREVIATION	xii
CHAPTER I INTRODUCTION	1
A. Background of The Study	1
B. Identification of The Problem	7
C. Limitation of The Problem	7
D. Problem Statement	7
E. Objectives of The Study	8
F. Benefits of the Study	8
G. Definition of Key Terms	9
1. Learning strategies	9
2. Speaking	10
3. Skill.....	10
4. Learning at home.....	11
CHAPTER II LITERATURE REVIEW	12
A. Learning Strategies	12
1. Language Learning Strategy	12
2. Types of Learning Strategies.....	14
3. Learning at Home	22
5. Psychological Factors That Hinder Students from Speaking	26
B. Previous Related Study	32
CHAPTER III RESEARCH METHODOLOGY	37

A.	The Research Design	37
B.	Research Setting	38
C.	Research Subject and Instrument	39
D.	Data and Source of the Data	40
E.	Techniques of Collecting Data	41
F.	Research Instrument.....	43
G.	Trustworthiness of The Data	47
H.	Techniques of Analyzing the Data.....	48
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....		51
A.	Research Finding	51
a.	Students' Strategies in Learning Speaking.	51
1)	The Strategy used by The Science class	91
2)	The Strategy used by The Social class	92
B.	Research Discussion	101
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....		106
A.	Conclusion.....	106
B.	Suggestions	107
BIBLIOGRAPHY		110
APPENDICES		116

LIST OF APPENDICES

APPENDIX 1: THE DATA FROM OBSERVATION	116
APPENDIX 2: THE DATA FROM INTERVIEW	123
APPENDIX 3: OBSERVATION CHECKLIST.....	159
APPENDIX 4: PICTURES.....	177

LIST OF ABBREVIATION

ELED : English Language Education Department

SMAM : Sekolah Menengah Atas Muhammadiyah

PK : Program Khusus

UTBK : Ujian Tertulis Berbasis Komputer

CHAPTER I

INTRODUCTIONS

A. Background of The Study

Mastery of English is important in the current era of globalization. Like its function, language is part of communication and information dissemination facilities. Mastering English is one way to expand relationships and opportunities to interact and add information from other parts of the world. In this case, the opportunity to study broadly can be widely opened for those who master foreign languages, including English. With foreign languages, we can get many references, technology, and many scholarship options that we can get only by mastering English.

Foreign language learning requires an appropriate strategy and execution in order to take place effectively and efficiently. Schumaker & Deshler (2006, cited in Mufidah, 2017) stated that learning strategies are approaches and tools for completing a task. It is very clear that learning strategy is something that is personal and individual. Therefore, every student must know and understand the appropriate learning strategies so that learning is more directed and effective. Learning strategies are considered capable of providing direction and assisting students in forming patterns of knowledge and understanding of language. (Cohen, 2011)

Learning strategies are steps taken by students to enhance their own learning (Oxford, 1990, p. 1). Seeking out conversation partners, asking for corrections, and practicing out loud are some examples of learning strategies used by learners to develop speaking skills. Language learning strategies

constitute a useful tool kit for active and conscious learning, and these strategies pave the way toward greater language learning proficiency (Dörnyei, 2005). In addition, Oxford (1990, p. 8) also states that the use of appropriate language learning strategies is a major contribution for development of communicative competence. It can be assumed that if inappropriate strategies are applied it will not result in much improvement of proficiency to be communicatively competent. Thus, learning strategies are among the main factors that help to determine how, and how well, learners learn a foreign language.

In addition, Dragsten (2004, cited in Anum & Apriyanto, 2019) stated learning strategies refer to the characteristic to stimulate the students to be more proficient language learners-strategies are specific means that learners use to learn or improve their language. Weinstein and Mayer (1986, cited in Wael *et al.*, 2018) say that learning strategies are behaviors and thoughts that are empowered during the learning process with the aim of influencing the learning process of the learner.

Chamot (1987 cited in. Gani *et al.*, 2015) argues that Learning strategy is a technique, approach or deliberate action to facilitate language learning, both in remembering linguistic learning and in the information area. In addition, Richards *et al.*, (1992) argues that learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information.

Based on the descriptions of the experts above, it can be concluded that the learning strategy is a study in acquiring language. In this case, strategies in learning to speak English are often discussed considering the importance of a language in this globalization era. In addition, speaking is an important part of establishing a communication that is often done and experienced by everyone in daily activities. Therefore, to master a foreign language, a learning strategy is needed so that there is no gap in the knowledge of the language of the speaker and the speech partner in a communication process.

The importance of a speaking skill is not only useful for teachers, but it is also useful for learners as objects and subjects of students. This skill will not develop if we don't practice every day. If you practice it often, your speaking skills will get better. Conversely, if you feel shy, nervous, and afraid of being wrong, the skill will be difficult or even impossible to master.

Various speaking strategies can be used by students, namely by participating in interactive and collaborative learning to encourage children to continue communicating with others. This can also be done by using strategies that are in accordance with the wishes of students, therefore students must improve their personal facilities where they must analyze the type of learning according to their abilities. If there are many language learning strategies that students can master, it will be quicker and better for them to master the foreign language

There are several studies related to English learning strategies. Research on English learning strategies has been carried out by Rismayana (2017)

examining research on the relationship between language learning strategies and the proficiency level of students majoring in English at Makassar State University. This study describes the learning strategies used by students in achieving foreign language proficiency. In this study it is explained that by using descriptive and inferential statistics through SPSS version 21.0. The results showed that (1) metacognitive and social strategies were the most frequently used language learning strategies by students majoring in English at UNM, (2) Based on the TOEFL score, the level of proficiency achieved by students majoring in English is grouped into basic level (basic user), (3) there is a relationship between language learning strategies and the level of proficiency based on TOEFL scores. So, it can be concluded that there is a relationship between the used of learning strategies with the level of students' language proficiency.

In addition, Lingga et al., (2020) The Research on "Students' strategies in learning speaking skills at SMP Nasrani 3 Medan". The results showed that students had difficulty in speaking English, where students did not understand grammar, did not understand vocabulary, and pronounce words that were still wrong, were afraid of other people's responses, felt nervous, did not believe in themselves and were embarrassed. The strategies used by students are asking for help from others, trying to compose sentences in different ways by using gestures and always thinking positively. In short, it can be concluded that students have a sense of difficulty in speaking English.

This research is the author's foothold in making this thesis and is derived from the author's dissertation which was developed so that it can be disseminated and hopefully provide benefits for all of us. The similarity of this study with previous research lies in the similarities in examining the strategies used by students in improving their speaking skills. Then, the difference between this study and previous research lies in the type of research used, previous research used correlational research, while this study used descriptive research. Then, the previous research focused more on discussing the difficulties faced by students, while this thesis will focus more on the strategies carried out in an effort to improve foreign language skills.

This thesis was written based on research conducted at SMA Muhammadiyah Al-Kautsar PK Kartasura. This madrasa is a state Islamic school under the auspices of the ministry of religion. When the researcher made observations on February 27, 2023, the teacher explained the questions to be discussed in English, but when the teacher asked questions using English, the students listened carefully and tried to answer the question but only a few students responded quickly. Often teachers have to interpret English sentences with Indonesian, gestures, and pictures so that students understand the material being explained. Although the class looks active, some students use Indonesian and some student fluent in speaking English, so I conclude that students interested in learning English. However, there are some students who are fluent in English, based on further observations it

turns out that this is influenced by their learning strategies and high enthusiasm for learning.

In addition, the reason why researcher wants to describe more about student's strategies in learning speaking skills at home for the twelfth-grade students of SMA Muhammadiyah Al-Kautsar PK Kartasura is because speaking is one of the keywords in communication. In this case speaking is an important thing that students can use in conveying their ideas and thoughts in their activities in class and speaking has become part of daily activities that cannot be separated from human activities. Meanwhile, why at home? Because most of the learning activities are carried out at home, this will require the role of parents as educators at home, this includes learning to speak English. It becomes interesting because surely each student will apply different and unique strategies, whether it is learning to use mobile phones, learning through other people, self-taught and learning through parental guidance.

Based on the problems described above, the researcher will describe further by making observations at SMA Muhammadiyah Al-Kautsar PK Kartasura. Therefore, the researcher decided to conduct research entitled "**An Analysis of Students' Strategies in Learning Speaking Skills at Home at the Twelfth-Grade Students of SMA Muhammadiyah Al-Kautsar PK Kartasura in the 2022/2023 Academic Year.**"

B. Identification of The Problem

The area of this research is an English subject which specializes in speaking skills. The focus that is used as a reference is students' strategies in improving English speaking skills. Based on the background that has been mentioned, the following problems are identified:

1. Based on observation some student is fluent in English, Some student still have lack of English language
2. There is still poor mastery of vocabulary

C. Limitation of the Problem

Based on the identification of the problems above, the researcher can limit the focus of the research as follows: This study will discuss student learning strategies However, the author will only focus on the strategies students use at home in an effort to improve students' speaking skills

D. Problem Statement

Based on the background of the study above, the researcher formulates the problems as follows:

1. What strategies are used by students in learning at home at the twelfth-grade SMAM Al-Kautsar PK Kartasura in the academic year 2022/2023?
2. What are the difficulties of learning at home faced by students when learning English at the twelfth-grade of SMAM Al-Kautsar PK Kartasura in the academic year 2022/2023?

E. Objectives of the Study

In line what has been state in the problem statement, the objectives of this study are:

1. To find the strategies used by students in learning at home at the twelfth-grade students of SMA Muhammadiyah Al-Kautsar PK Kartasura in the academic year 2022/2023.
2. To find out the difficulties in learning at home faced by students when learning English for the twelfth-grade students of SMA Muhammadiyah Al-Kautsar PK Kartasura in the academic year 2022/2023

F. Benefits of the Study

This research has two major benefits they are theoretical significance and practical significance.

1. Theoretical benefit
 - a. The research results are expected to make a contribution to the world of educational development, especially learning English.
 - b. This research can be used as a reference for further research.
2. Practical Benefit
 - a. For the English Teacher

This study can provide for the teacher to apply interesting learning strategies in class to improve students' English skills.

- b. For the Student

The result of this study will help the students in mastering speaking skill.

c. For the researcher

This research is expected to add insight and knowledge about the strategies used by students in an effort to improve English speaking skills. This research can also be used as a reference in conducting further research.

G. Definition of Key Terms

In order to make the research understood and avoid ambiguity, the researcher presents some definition of key terms as the following:

1. Learning strategies

Learning strategies are defined as actions and thoughts where students are involved in one way that can affect the learning process. Thus, the purpose of each learning strategy can affect student motivation in integrating new knowledge. Wenden (1987, cited in Aglamov & Avezov 2019) says that learning strategies are the various operations that learners use in order to make sense of their learning. It can conclude that learning strategy is learning skills, learning-to-learn skills, thinking skills, problem skills or, in other words learning strategies is the methods which learners use to intake, store, and retrieve during the learning process.

2. Speaking

Bailey and Savage (1994, cited in Fitriyani et al.,) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is higher than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicating with the other students in an academic context.

When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. Language is a very essential instrument that enables speakers to state their existence and others, ask something, express agreement and refusal. For this reason, oral language or speaking is regarded principle.

3. Skill

Skills in a narrow sense, namely an ease, speed, and accuracy in behavior in an authoritative manner which can be called normal skills. Meanwhile, skills in a broad sense are skills that can include normal skills, intellectual skills, and social skills (Vembriarto, 1981:52). From

the description above, it can be concluded that skill is the ability of a person's potential to master an innate skill (talent) since he was born into the world and obtained in a non-instant way.

4. Learning at home

Learning at home is the learning which happens in the home, outdoors, or in the community. According to Slameto (2010: 2, cited in Dewi et al., 2015) suggests that learning is a person's attempt to acquire a new behavior as a whole as a result of his own experience in environmental interactions. Therefore, the use of study time at home should be maximized because of the importance of education for students. Hamalik (1998:17, cited in Bangun 2012:83) says most of the learning process is done at home, therefore aspects of family life also play a role in the progress of student achievement, studying at home is also a dominant factor determining success at university. From the description above, it can be concluded that students must use their free time at home as effectively and efficiently as possible because by utilizing their free time by studying at home properly will give good results. In addition, parents also play an important role in guiding and controlling their children's learning at home.

CHAPTER II

LITERATURE REVIEW

A. Learning Strategies

1. Language Learning Strategy

In essence, learning is a form of business process carried out by a person where the goal is to obtain a new change as a result of personal experience with his interaction with the environment. In this case, the way of learning used by each person is certainly different from each individual. This is influenced by motivation, goals, age and the environment be it social or educational. Frelberg & Driscoll (1992) explain that learning strategies can be used to achieve various objectives of providing subject matter at different levels of students and for different students in different contexts. Meanwhile, Gerlach & Ely (1980) stated that the learning strategy is the chosen method or steps to deliver a particular learning material in the form of the nature, scope and sequence of an activity that can provide a learning experience to students. From the description above, it can be concluded that learning strategy is a step and routine activity carried out by students in finding, collecting and storing information whose purpose is to help students improve their knowledge and abilities in recognizing foreign languages.

Strategies comes from the Greek word “strategia” which means the art of planning and directing. In general, strategy means the technique a person uses to achieve a goal. The understanding of strategy can be

applied in every discipline in the context of learning a foreign language. Therefore, the learning strategy is a plan that is carefully and measured in an effort to achieve success in learning a foreign language.

Learning strategies have individual and private nature, which means that strategies that are effective for oneself are not necessarily effective for others, therefore it is important to know the right learning strategies. To find out the right learning strategy, a person needs to analyze himself and know the concepts that will lead him to the most effective learning strategy. Therefore, it is important for the learner to know the characteristics and learning methods that are most prominent and suitable for him, it can assist students in determining effective strategies to support foreign language learning.

Meanwhile, O'malley and Chamot (1990) have defined a learning strategy as a technical mind, a specific behavior that students or individuals do in understanding learning and gathering or collecting new information in terms of the target language (English). Oxford (1990) explains in more detail that learning strategies are actions taken by students in order to make learning easier, faster, fun, organized, independent and self-directed.

Based on the descriptions of language learning strategies expressed by several experts, it can be concluded that English learning strategies are one of the techniques of collecting, studying and gathering information that each individual is different from one another. So, it is

important for students to know learning strategies that are suitable for themselves in order to create effective, fast and independent learning that can be directed by themselves. If students are able to determine appropriate learning strategies, it is hoped that students can facilitate themselves as an effort to accelerate language mastery both orally and in writing.

2. Types of Learning Strategies

Naiman, et al. (1978: 3) suggested 10 types of learning strategies sourced from Stem (1975): planning, active, empathic, formal, experimental, semantic, training, communicative, monitoring, and appreciation. This grouping seems to cover a lot of things that happen in the teaching and learning process. However, as stated by Stem, these types of strategies are still temporary and not final so they still need confirmation and modification to be more effective. For example, several groups of strategies still seem to overlap. Some traits in the planning strategy resemble the nature of the monitoring strategy. Likewise, formal strategic and training strategies.

Many researchers classify learning strategies into four types: cognitive, metacognitive, affective, and social (Naiman, et al., 1978; O'Malley and Chamot, 1990; Cohen, 1990; Oxford, 1990). Cognitive strategies are related to the thinking power of students in processing teaching and learning materials. Metacognitive strategies are related to the tactics or ways of learners to deal with and manage teaching and

learning materials. Affective strategies relate to the attitudes and feelings of the learner in dealing with the learner's learning process. Social strategy relates to the collaboration of learners with their friends in achieving common learning goals. This grouping seems simpler but the boundaries are clearer. The following is an example of developing learning strategies according to these classifications (Oxford, 1990). With the same basic ideas as several other researchers, Oxford first divided learning strategies into two major parts: direct and indirect. Direct strategies are then broken down further into three types: memory, cognitive, and compensatory. Indirect strategies are divided into three: metacognitive, affective, and social. Thus, individually, there are six different strategies: memory, cognitive, compensatory, metacognitive, affective, and social; and each strategy has its own types of activities. Table 1 below shows the types of these strategies and their types of activities.

1. DIRECT STRATEGIES		
A. Memory Strategies	1. Making meaningful connections in memory	a. Grouping b. Associating/ elaborating c. Placing new words into context
	2. Use images and sounds to remember	a. Using imagery b. Semantic mapping c. Using Keywords d. Representing sounds in memory

	3. Repeating the Previous lesson	a. Structured reviewing
	4. Using gestures to remember lessons	a. Using Physical response or sensation b. Using mechanical techniques
B. Cognitive Strategies	1. Doing Practice	a. Repeating b. Formally practicing with sounds and writing systems c. Recognizing and using formulas and patterns d. Recombining e. Practicing naturalistically
	2. Send and receive message	a. Getting the idea quickly b. Using Resources for receiving and sending message
	3. Analyzing and reasoning	a. Reasoning deductively b. Analyzing expressions c. Analyzing contrastively (across language) d. Translating e. Transferring
	4. Create sentence structure for information input and output	a. Taking notes b. Summarizing c. Highlighting
C. Compensation Strategies	1. Guess correctly	a. Using linguistic clues b. Using other clues
	2. Overcoming limitations in speaking and writings	a. Switching to the mother tongue b. Getting help c. Using mime or gesture

		<ul style="list-style-type: none"> d. Avoiding communication partially or totally e. Selecting the topic f. Adjusting or approximating the message g. Coining words h. Using a circumlocution or synonym
2. INDIRECT STRATEGIES		
A. Metacognitive Strategies	1. Focus on goal	<ul style="list-style-type: none"> a. Overviewing and linking with already known material b. Paying attention c. Delaying speech production to focus on listening
	2. Plan and arrange teaching and learning activities	<ul style="list-style-type: none"> a. Finding out about language learning b. Organizing c. Setting goals and objectives d. Identifying the purpose of a language task (Purposeful listening/reading/speaking/writing) e. Planning for a language task f. Seeking practice opportunities
	3. Evaluating the teaching and learning process	<ul style="list-style-type: none"> a. Self-monitoring b. Self-evaluating
B. Affective Strategies	1. Reduce worry and fear	<ul style="list-style-type: none"> a. Using progressive relaxation, deep breathing, or meditation b. Using music c. Using laughter

	1. Cultivating will and courage	<ul style="list-style-type: none"> a. Making positive statements b. Taking risks wisely c. Rewarding yourself
	2. Mastering emotions and temperament	<ul style="list-style-type: none"> a. Listening to your body b. Using a checklist c. Writing a language learning diary d. Discussing your feelings with someone else
C. Social Strategies	1. Ask anyone	<ul style="list-style-type: none"> a. Asking for clarification or verification b. Asking for correction
	2. Collaborate with friends	<ul style="list-style-type: none"> a. Cooperating with proficient users b. Cooperating with proficient users of the new language
	3. have empathy for others	<ul style="list-style-type: none"> a. Developing cultural understanding b. Becoming aware of others thoughts and feelings

Table 1.1: Division of learning strategy 1

a. Memory Strategies

Memory learning strategies are used by learners by utilizing previous knowledge and learning experiences. This learning strategy involves a lot of memory and learning processes that use memory. For example, if students associate the sound of speech with things that have been remembered (rhythm), pictures, locations (book pages or blackboards). Included in this learning strategy is repeating the

previous lesson. Similarly, if learners use body movements (physical responses) to aid understanding, they are practicing memory learning strategies in an effort to remember the material they have learned. Another example of memory strategies is “I use new English words in a sentence so I can remember them” (Oxford, 1990, p 294). In addition, memory learning strategies are strategies that can be used to retrieve new information. By connecting one concept to another not always involving a deep understanding of knowledge.

b. Cognitive Strategy

Cognitive strategies are all learner behaviors in the teaching and learning process related to the use of the learner's thinking power. This strategy can take the form of various activities, the function of this strategy is to understand, produce language, analyze language and certain memory strategies. In one study, six kinds of cognitive behavior were determined that were expected to represent this strategy. These six behaviors are: correcting their own mistakes, using gestures, practicing saying words, writing in notebooks, reading from the blackboard, and looking at teaching media. An Example of cognitive strategy is “I try to speak like native English speakers” (Oxford, 1990, p.295).

c. Compensation Strategy

This strategy is to use the language as often as possible and authentically even though knowledge of the language (English) is

minimal and limited. Compensation learning strategies are used by learners who already have a fairly high skill. This learning strategy is used to overcome some limitations in language. Learners who have difficulty explaining something in the language being studied, for example, can use definitions or translations in their speech to keep the language process going. In fact, body movements can be used to cover up the limitations they face. Included in this type of learning strategy is to determine or choose the topic to be discussed. In fact, trying to avoid difficult topics is also a strategy in this group. An example of compensation strategy is “To understand unfamiliar English words, I make guesses” (Oxford, 1990, p.295).

d. Metacognitive Strategies

This strategy is to coordinate the learning process, helping students to organize their thinking power to always focus, always plan, and evaluate the progress of their language development. In this study, metacognitive strategies are manifested in various activities that can be classified into the following three categories: focusing attention, planning and organizing teaching and learning activities, and evaluating the teaching and learning process. It can be emphasized that all things must come from the learner and be done by the learner without the help of others. An example of metacognitive strategies is “I pay attention when someone is speaking English”. So according to the description above, it can be

concluded that metacognitive strategies are all learner behaviors related to the tactics or ways of learners to manage their respective teaching and learning materials.

e. Affective Strategies

Affective strategies are all learner behaviors related to attitudes and feelings of learning in dealing with the learning process. This strategy is further divided into two: positive affective and negative affective. Positive affective strategies are learner behaviors that show that students accept and appreciate the teaching and learning process. Negative affective strategy is a learner's behavior that shows that the learner refuses and does not appreciate the teaching and learning process. It should be noted that the term "negative" as used here does not have a bad or bad meaning. Learning to reject the teaching and learning process should be viewed as a "neutral" attitude, which is not related to good or bad grades. Positive affective strategies are represented by four behaviors: laugh with those that show pleasure or satisfaction, smile, show satisfaction, and show pleasure because things are funny and fun. Negative affective strategies are represented by five behaviors: showing confusion, complaining, not paying attention to the teacher, talking to a classmate outside the relevance of learning, and showing ignorance. An example of an affective strategy is "I encourage myself to speak English even when I am afraid of making mistakes" (Oxford, 1990, p.296).

f. Social Strategies

Social strategy is all learner behaviors related to the collaboration of students with their peers in achieving learning objectives. This strategy is manifested in six activities: talking to classmates about lessons, helping friends according to teaching and learning activities, asking friends for help, giving compliments to friends, not harassing, not disturbing friends. An example of a social strategy is “I try to learn about the cultures of English speakers” (Oxford, 1990, p 296).

3. Learning at Home

Learning is basically to acquire knowledge, skills, and good behavior anywhere because learning resources are found in various places and of various types. In the learning process, the students' can't just rely on activities teaching and learning that takes place in schools to be able to get optimal learning outcomes, but it would be better if students also actively study at home because students spend more time at home. Every student should be able to repeat the lesson material that has been delivered at school, this is because not everything the teacher explains can be understood easily. Repetition of learning at home aims to make knowledge that is still vague so that it is clearly recorded in memory and forms the correct response. Without repetition of lessons at home, the information received at school will be lost because human memory is limited (Syaiful Bahri D, 2008: 63)

Besides studying formal education, students can learn non-formal education from their parents. Students and parents as educators can carry out educational activities at home such as cooking, gardening, learning while playing and other educational activities. In an effort to improve affective attitudes, students can learn religious values, the value of kindness, pray to God, learn to share with friends and not hurt others. This activity is carried out with the hope of fostering good character in students.

In addition, students are also free to take advantage of the various sophistication of science and technology available at home. In this case, students are expected to be able to quickly adapt and survive any changes in learning patterns that are increasingly following the times.

4. Learning at Home Difficulties

During learning at home students are required to be creative, innovative and independent besides that they are required to be responsive and capture all the information conveyed by the teacher but in some cases and conditions students experience some difficulties and obstacles including the following:

a. Lack of learning motivation in students

Learning motivation is defined as the willingness to attend and study the material presented in the development program (Noe, 1986). Learning motivation influences the decision-making process used to determine the direction, focus and level of effort in learning

(Noe, Wilk, Mullen, & Wanek. 1997). Good students are students who can manage learning and motivate themselves. In this case self-regulation is one of the keys to motivation to get better achievements in the future (Wolters, 2003).

b. Lack of internet access

According to Sikirit (2020), the most significant obstacle experienced by students when studying at home is the lack of internet access and electronic devices. This can happen especially to families whose parents experience economic difficulties. The availability of learning support facilities at home is very important in the learning process. In addition, the instability of the internet network results in frequent delays in voice and information from teachers so that teaching materials are out of sync and material is not conveyed clearly and has an impact on decreasing student achievement.

c. Unfavorable home atmosphere

A comfortable home is one of the greatest gifts that students should be grateful for in terms of studying at home. In this case, a house that has adequate facilities and provides all the necessary needs can support student achievement. Meanwhile, homes that lack facilities and an unsupportive environment can hinder the absorption of information that students get from their teachers, resulting in slow acceptance of knowledge and an impact on student achievement. A

favorable home environment consists of a good parent-child relationship. Further, in the home environment, involvement & affection all affects the child's level of thinking and other kinds of development. A cognitive home environment where parents are sensitive & responsive to the developmental needs of the child will help to enhance their academic achievement (Khan & Unnisa, 2017: 373).

d. The absence of the role parents as mentors at home

The task of parents is to lay the foundation for children's education (Andriyani, 2018). His role as a guide as well as a teacher, educator and mentor (Jailani in Helmawati, 2014), excellent motivator (Hero & Sni, 2018), as well as forming children's character (Trianingsih, 2016). Pay attention to the role of parents is so big, then it would not be an exaggeration to say that success of formal education (school) a child can not be separated from the role of parents as the first teachers who introduce education in the midst of the family in the form of education informal (Prabowo et al., 2020).

In this case, the reality is that some parents still have to work to survive. Parents with low incomes tend to be unprepared to guide students when studying at home because most of their time is spent at work. In addition, if parents do not have time for their children, then the role of parents as facilitators, motivators, mediators and

evaluators at home is lost so that children's education feels neglected and the impact is that students do not get maximum results from learning at home.

5. Psychological Factors That Hinder Students from Speaking

It has been mentioned earlier that there are some psychological factors that hinder students from learning to speak English. Each of them is explained below.

a. Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistakes, Aftat (2008 in Setiyani, 2020) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. The primary reason of fear of making mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how others will see them (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010)

explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom Gebhard (2000) in Juhana (2012). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the

speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

Causes of Shyness With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) identifies that most English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception of their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

c. **Anxiety**

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety i.e., communication apprehension, test anxiety and fear of negative evaluation. The communication

apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feelings among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007; Januariza & Hendriyani, 2016). All these show that understanding students better and being skillful in managing the classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

d. Lack of Confidence

Lack of Confidence It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others are talking, showing that the students lack confidence to communicate. In response to this, Tsui cited Nunan (1999) says that students who lack confidence about themselves and

their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of a teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence. Causes of Lack of Confidence He and Chen (2010) states the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success in learning.

e. Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) argues that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in

determining the preparedness of learners to communicate. Zua (2008) says further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher. Causes of Lack of Motivation With respect to the causes of lack of motivation, Gardner in Nunan (1999) elaborates the causes of the students 'lack of motivation e.g., uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become a source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good

teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

f. Lack of Vocabulary

Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words they can learn how to speak easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary. Wilkins in Thornbury (2004:13) states that without descriptive linguistics brief or no can be brought, without vocabulary nothing can be carried. It implies even somebody with smart grammar will be futile if they do not understand several vocabularies.

B. Previous Related Study

The Researcher found another previous study that is relevant with research study to prove the origin of the research. The first research related to the study entitled "Students' Strategies in Learning Speaking Skills SMP Nasrani 3 Medan" by Laura Maloni Lingga, Reka Monika Simanjuntak, and Yenita Sembiring (2020). They are English students, Prima Indonesia University, Indonesia and English Lecturer, Prima Indonesia University,

Indonesia. The researcher mainly describes the difficulties faced by students in speaking English, the student strategies in speaking English, how the student applies the strategies in speaking English. The difference of the study from previous research is in the discussion. The previous study discussed the difficulties faced by students, while this thesis will focus more on the strategies carried out in an effort to improve foreign language skills.

The second research is conducted by Rismayana (UNM Makassar, 2017) entitled “The Correlation Between Language Learning Strategies and Proficiency Level of English Department Students in Universitas Negeri Makassar (UNM)”. The researcher mainly describes the frequent language learning strategies used by English department students in UNM, identify proficiency level of English department students in UNM based on TOEFL score, and investigates the correlation between language learning strategies and proficiency level of English department students in UNM. The difference of study from previous research is in the type of research used, previous research used correlational research, while this study used descriptive research.

The other Study that is also related with this study is from Mistar & Umamah (2014) entitled “Strategies of Learning Speaking Skill By Indonesian Learners of English and Their Contribution to Speaking Proficiency”. The result showed that gender provided significant effects on the intensity of use of six types of strategies of learning speaking skill—interactional-maintenance, self-evaluation, fluency-oriented, time gaining,

compensation, and interpersonal strategies – with female learners reporting higher intensity of use. A further analysis found that four strategy types – interactional-maintenance, self-improvement, compensation, and memory strategies – greatly contribute to speaking proficiency. These findings imply that strategies-based instruction, covering the four most influential strategies, needs to be integrated explicitly in the speaking class to help learners, particularly male learners, cope with problems in learning speaking skill. The difference of study from previous research is this research discusses the differences in the use of learning strategies based on gender, and then the data obtained is processed using quantitative methods and analyzed using SPSS.

From Suryanto & Sari (2021) entitled “Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia” shows that In this research, the researcher involved 6 participants 3 from ELED and non-ELED, respectively. Both ELED (English Language Education Department) and Non-ELED Students shared common problems in learning English related to the issues of vocabulary shortage, grammar difficulties, pronunciation problems, low speaking and listening skills. The noticeable difference was seen in the difficulty in developing ideas that is only faced by ELED students while difficult in all aspects of writing skills faced by non-ELED students. The strategies implemented by both ELED (English Language Education Department) and non-ELED students included jotting down the unknown words, learning English using Google, learning English through social media,

reading journals, using subtitles, watching movies that use English as a medium of communication, listening to English movies, singing English songs, joining English courses, making imitation, and practising their English writing and speaking skills. The strategies to deal with the difficulties that were implemented by ELED students were reading online comics, memorizing vocabulary, reading English articles or essays, listening to podcasts, telling a story using English language, increasing confidence, and memorizing forms of verbs. The difference of study from previous research is this research discusses about difficulties in learning speaking English faced by ELED (English Language Education Department) and Non-ELED, than this research also discusses about the strategies implemented by both ELED (English Language Education Department) and Non-ELED only based on indicators activities and in this study it was not explained in more detail regarding the types of strategy groups from all the indicators mentioned above.

The last previous study is from Trialoka, Puspita & Sabarudin (2017) entitled “English Learners’ Strategies in Learning Speaking Skill (a Study of Undergraduate Student of English Education Study Program At Universitas Bengkulu in 2016/2017 Academic Year) . The result from this research is that the students of English Education Study Program preferred to use all of three strategies proposed by O’Malley and Chamot (1990) and is that the most frequently strategy group used by the students of English Education Study Program was social affective strategy. This finding is in contrast with several

previous studies that found Metacognitive strategy as the most frequently strategy group used by the students. The difference of study from previous research is this research using research theory from O'malley and Chamot (1990). This study employed descriptive quantitative research.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher took a certain procedure covering six components. They are (1) research design, (2) research setting, (3) data and source of the data, (4) techniques of collecting data, (5) techniques of analyzing data and, (6) the trustworthiness of data.

A. The Research Design

In this research, the researcher used a descriptive qualitative research method. Walidi *et al.*, (2015:77, cited in Fadli, 2021) argues that qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informants, and conducted in a natural setting. Qualitative research refers to data analysis non-mathematical. This procedure yielded findings that were obtained through data that has been collected in various ways, including interviews, observations, documents or archives, and tests.

Denzin and Lincoln (2009:16) argues that the word qualitative implies emphasis on processes and meanings that are not rigorously examined or have not been measured in terms of quantity, amount, intensity, or frequency. Qualitative researchers emphasize the socially constructed nature of reality, as well as the close relationship between the researcher and the subject being studied and the stressful situations that shape the study. Qualitative researchers are concerned with the nature of research that conditions with

values. Qualitative researchers looking for answers on the question highlighting how it arose social experience as well as the acquisition of meaning. Otherwise, Quantitative research focuses on measuring and analysis of cause-and-effect relationships between various variables, not concerned with the process. Research viewed is in a value-free framework.

In conclusion, this research is descriptive qualitative research. This research is qualitative since the data are in the form of words. Meanwhile the research is a descriptive one since the researcher used a descriptive method. This is because the researcher intended to describe the students' strategies in learning to speak English at home for the twelfth-grade of SMAM Al-Kautsar PK Kartasura in the academic year 2022/2023 academic year.

B. Research Setting

1. The Place of The Research

The research is carried out at SMAM Al-Kautsar PK Kartasura. The school is located in Jl. Slamet Riyadi No.80, Dusun II, Kartasura, Sukoharjo, Kabupaten Sukoharjo, Jawa Tengah 57167. Interview and Observation was conducted at the Twelfth-grade students of SMA Muhammadiyah Al-Kautsar PK Kartasura.

2. The Time of The Research

The time the researcher used for this research was carried out since the date of issuance of the research permit. The research had been done since february 14th until the data were fully collected. It includes observation, interview, taking documentation, the presentation in the

form of a thesis proposal and the results of the guidance process with the lecturer.

C. Research Subject and Instrument

Subjects in this study were determined using purposive sampling which aims to select small groups or individuals who may be able to know and are informative about a phenomenon being studied. In this case, the use of purposive sampling technique is intended to obtain as much information as possible regarding "students' strategies in learning speaking skills at home at the twelfth-grade of SMAM Al-Kautsar PK Kartasura". However, the selection of a purposive sample is not intended to find similarities that lead to the development of generalizations, but to seek detailed information that is specific, unique and has certain characteristics.

The reason for using the purposive sampling technique is because this technique allows the researcher to determine precisely the research subjects related to the case being studied and this technique allows the researcher to set various considerations or use specific criteria. Various considerations and specific criteria that have been set allow the researcher to get exactly all the data that is relevant to the case being studied. Specific criteria used to capture research subjects include: The researcher chose 6 students in the twelfth-grade of SMAM Al-Kautsar PK Kartasura from MIPA and IPS class.

1. The student who are in the final stages (Twelfth-Grade) of SMAM Al-Kautsar PK Kartasura

2. The students come from science (IPA) and social (IPS) studies classes
3. The Students willing to be an informant and allow the researcher to make observation at student's home
4. The students must be active in English Class

In this study, the informant referred to the students and parents of the twelfth-grade students' of SMAM Al-Kautsar PK Kartasura and The English teacher Mrs Nur Hidayah S. Pd.

D. Data and Source of the Data

According to the study, the data are descriptive in the form of words. Lofland (1984), as quoted by Moleong (2013:157) says "*Sumber data utama dalam penelitian kualitatif berasal dari kata-kata dan tindakan yang selebihnya adalah data tambahan seperti dokumen, gambar dan lain-lain*". In the other world, the main data source in qualitative research comes from words and events, the rest are additional data such as documents, pictures, etc. In this study, the researcher collected information about strategies in English speaking skill using observation, and interview guide to obtain the data from the parents and students of the twelfth-grade of SMAM Al-Kautsar PK Kartasura.

1. Informants

Informant is the man that gives information for us (Hornby, 1995:150). In this study, the informant referred to the students' and the parents of the twelfth-grade of SMAM Al-Kautsar PK Kartasura.

2. Documentation

Sugiyono (2018), says the documentation are records of events that have passed in the form of writing, pictures, or monumental works of someone. In this study, the researcher collected information about strategies in English speaking skill using data from the twelfth-grade students' of SMA Muhammadiyah Al-Kautsar PK Kartasura and the parents as informant (Primary data) and also collected information from Mrs Nur Hidayah S.Pd as the English teacher (Secondary data).

3. Activities

Observation is one of the techniques used to collect the data. The researcher is able to find the answer by focusing and taking participant in an event or activity. Observation is taking regular conscious notice of classroom action and occurrences. John (2012: 213) states that observation is the process of gathering information by observing people and places at a research site. The observation was conducted to get the data about the students' strategies in learning speaking skills at home from students and their parents.

E. Techniques of Collecting Data

The data of this research were collected by using some techniques of qualitative data collection including: observation, interview and documentation. Photograph was taken during the observation in the classroom to provide more accurate data.

1. Observation

Burns (1999:80) says that observation is taking regular, conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. By doing observation, researchers get documents and reflect systematically upon classroom interaction, and events, students' strategies, as they actually occur rather than as we think they occur. Observation can be referred to using procedures that ensure that information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.

In this research, an observation was done in the pre-research and in the implementation of the action. In pre-research, observation was conducted to get information about classroom environment, class condition, and the learning techniques of the students, the teaching techniques of the teacher. In the action implementation, the observation included the students' behaviors and action in the classroom during the learning process. The observation was on Monday, February 27, 2023.

2. Interview

Burns (1999: 17), argues that Interview and discussion are face-to-face personal interaction, which generate data about the research issue and allow specific discussion from people's perspective. In this research, the researcher interviews the parents and the student.

The interview was on Monday, February 27, 2023. In the pre-research, the researcher interviewed the English teacher, Mrs. Nur

Hidayah S.Pd. in order to know the condition and plan to get the data of the research.

The Researcher also interviewed some students in the twelfth-grade of SMAM Al-Kautsar PK Kartasura and their parents. It was done to know the problems faced by the students toward learning to speak English. Furthermore, the researcher asked about their strategies to improve their speaking ability

3. Documentation

The last technique of collecting the data is documentation. Documentation that is the researcher gets from the process of observation, interviews, field notes and file from the institution. However, documentation was also required to make the data more reliable. Also, the researcher did the recording at the time of data collection. The data obtained from the interviews were transcribed. By combining the steps, the accuracy of the information obtained during the interview was well-maintained and trusted.

F. Research Instrument

There are two main things that affect the quality of research results, namely, the quality of research instruments, and the quality of data collection. In quantitative research, the quality of research instruments is related to the validity and reliability of the instrument and the quality of data collection is related to the accuracy of the methods used to collect data. Therefore, an instrument that has been tested for validity and reliability may not necessarily

produce valid and reliable data, if the instrument is not used properly in data collection. In qualitative research, the main research instrument or tool is the researcher. Therefore, the researcher as an instrument must also be "validated" how far qualitative researchers are ready to carry out research which then goes into the field. Validation of the researcher as an instrument includes validation of the understanding of qualitative research methods, mastery of insight into the field being studied, the readiness of researchers to enter the object of research, both academically and logistically. Those who carry out the validation are the researchers themselves, through self-evaluation of how far their understanding of qualitative methods is, mastery of theory and insight into the field under study, as well as readiness and provision to enter the field.

Qualitative researchers as human instruments, have the function of setting the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and drawing conclusions from their findings. Therefore, in qualitative research "the researcher is the key instrument". So, the researcher is a key instrument in qualitative research. In qualitative research, everything that will be sought from the object of research is not clear and the problem, the source of the data, the expected results are not clear. The research design is still temporary and will develop after the researcher enters the research object. In addition to looking at reality, qualitative research assumes that reality is holistic (comprehensive), dynamic, and cannot be separated into research variables.

Even if it can be separated, the variables will be a lot. In terms of qualitative research instruments, Lincoln and Guba (1986) stated that:

"The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product"

Furthermore, Sugiyono (2019, cited in Kiantan, 2021) states: "In qualitative research, there is no other choice than to make humans as the main research instrument. The reason is that everything does not yet have a definite form. The problems, research focus, research procedures, even the expected results, are everything that can't be determined with certainty and clarity beforehand. Everything still needs to be developed throughout the research. In such uncertain and unclear circumstances, there is no other choice and only the researcher himself as the only tool that can achieve it".

Based on these two statements, it can be understood that in qualitative research at first the problem was not clear and definite, so the instrument was the researcher himself. But after the problems studied are clear, then research instruments can be developed which are expected to be able to complete the data and compare them with data that have been found through observation and interviews or vice versa. Furthermore, Sugiyono stated that the researcher as a research instrument is suitable (suitable) for qualitative research because:

1. Researchers as a tool are expected to be sensitive and able to react to all stimuli from the environment that they think are meaningful or not for research
2. Researchers as a tool are expected to be able to adapt to all aspects of location conditions and can collect various kinds of data at once
3. Each situation is a whole. There is no instrument, in the form of a test or questionnaire that can capture the whole situation except for humans.
4. A situation involving human interaction cannot be understood by knowledge alone. To understand it, researchers need to often feel it and explore it based on their knowledge.
5. Researchers as instruments can immediately analyze the data obtained. He can interpret it, generate 'hypotheses' immediately to determine the direction of further observations and interviews, to test hypotheses' that arise immediately, for example by doing 'probing'.
6. Only humans as instruments can draw conclusions based on data collected at one time and use the feedback immediately to obtain confirmation, change, and improvement.
7. With humans as instruments, oddly distorted responses are given attention. Responses that are different from others, even contradictory ones, are used to increase the level of trust and level of understanding about the aspects studied.

G. Trustworthiness of The Data

To get the validity and reliability of the research, the researcher used triangulation. Lexy, (2000:178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Denzin in Lexy (2000:178) divides triangulation into four kinds, they are; triangulation by using investigators, and triangulation by using a method, triangulation by using source, and triangulation by using theories. The explanations will be present bellow:

1. What means triangulation by using investigators is that the researcher will recheck the credibility of his data by his own research or other researcher.
2. Triangulation by using a method means that the researcher will check the credibility of the data of the research and data resources by using several data collection techniques and analyze them by the same method.
3. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of the interview and compare it with the related document.
4. The last technique used in triangulation by using theory. is a technique of examining data by finding a standard of comparison from an analysis of explanation as supporting data to get valid evidence of the research result.

In this study, researcher used data triangulation. This is done by comparing the data obtained from observations made during the teaching and learning process with data from interviews that have the same method.

H. Techniques of Analyzing the Data

The Researcher analyzed the data by reading the transcript of observation. In analyzing, the researcher refers to the technique proposed by Miles and Huberman's model. The interactive model of analysis includes three main components: the reduction of the data, the display of the data, and the conclusion of verification. In this system, the researcher always moves among three analysis components during collection of the data.

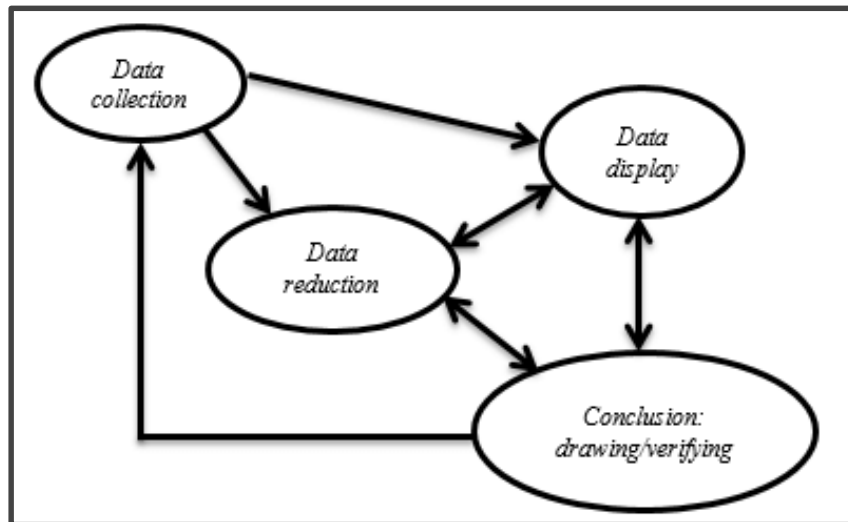
After collecting the data, the researcher moves among the three components of analysis by using the rest of the time. Miles and Huberman (1992:16), argue that data reduction can be interpreted as the process of selection simplification and transformation of the data to the field notes. In this process, the researcher writes the summary from the main point based on its classification. The researcher collects, categories, limits, and summarizes the data in which come from the interview and observation (Moelong, 2000:190). The data reduction was done during the research activities. In this case, the researcher reduces the information during research activities. The researcher classified and chose the data based on the research focus. The researcher deleted several data in the field note not related with the students' strategies in learning speaking skills for the twelfth-grade of SMAM Al-Kautsar PK Kartasura.

The researcher deleted some activities not related to this research. There are activities that the researcher deleted, such as:

1. The conversation with a student that did not relate with the topic.
2. Joke of the student
3. The conversation of the parents with the student did not relate with the topic.

After reducing the data into the most important substances, then the data displayed. Display of the data is a description of the data. Data display is a set of information which has been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman 1992:17), argues that the technique is also used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considers what should do. The researcher makes an analysis about the data and then the researcher also presents the data.

After displaying data, the conclusion of the research can be taken. In this research, conclusions were draw continuously throughout the course of the study. The Researcher is pleased to write up not only what she has seen today but also has an interpretation of those observations. The researcher makes a conclusion after presenting and analyzing data.



Picture 3.1 Data Analysis of Miles and Huberman

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents the research findings. The purpose is to answer the research problem in the first chapter. This chapter will present the data description of students' strategies in learning speaking skills and the difficulties of learning at home by the twelfth-grade of SMAM Al-Kautsar PK Kartasura. The finding is gained from the field which is compared with the learning strategies theory, while the discussion is the process of making a decision or conclusion about the topic of this research.

A. Research Finding

a. Students' Strategies in Learning Speaking Skills at Home for the Twelfth-Grade Students of SMAM Al-Kautsar PK Kartasura.

The good language learners speak English fluently and in general the students have no difficulties in speaking, but sometimes they find some problems in speaking so they use certain strategies to solve their problems. The Researcher discusses the strategies used by students in SMAM Al-Kautsar PK Kartasura in learning to speak English at Home. They are as follows:

a. Memory Strategies

Memory strategies, sometimes called mnemonics, are learning strategies in which the students use memory strategies to remember practical information about teaching - learning process (Oxford, 1990).

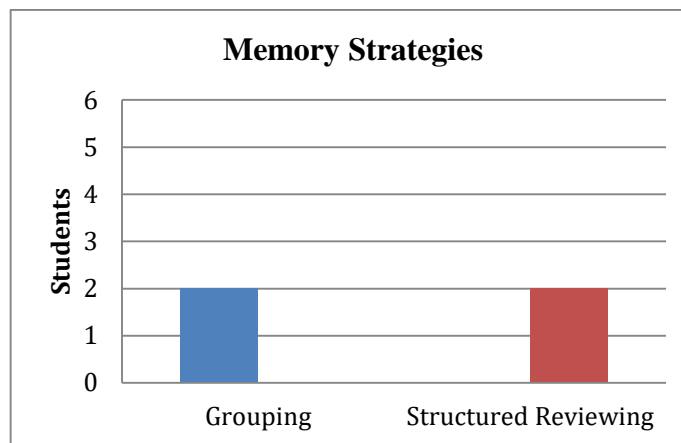


Figure 4.1 Th Student use in Memory Strategies

The data above showed that the students' used learning activity in memory strategies. The 2 students among 6 used grouping learning strategies namely, S2 and S6. Then, the 2 students among 6 also used structured reviewing namely S2 and S6. The students in SMA Muhammadiyah Al-Kautsar PK Kartasura apply some subcategories in this strategy like:

1) Grouping

Grouping involves classifying or reclassifying what is heard or read into meaningful groups, thus reducing the number of unrelated elements, involves labeling the groups, group word based grammatically, group word based the types (e.g, Noun, Pronoun, Adverb, verb and so on)

The data:

S2: *"Kalau ngomong aku suka ngelompokin kata, misalnya kata ini masuknya verb, kalau kata yang ini masuknya adverb"*
(Interview, March 3rd 2023)

S6: *“Aku belajar dengan mengelompokkan kata sesuai grammarnya mbak, kalau S+V2 tu menggunakan simple past tense gitu sih mbak”*
(Interview, March 14th 2023)

In English

S2: “When I talk I like to group words, for example this word includes a verb, and this word like this includes an adverb”.

S6: “I learn by grouping words according to their grammar, sis. For S+V2, use the simple past tense”.

Based on the statement it can realize that the student grouping the words based on the types and grouping words based grammatically. It can be done by classifying the words heard and read by students so with this strategy they can enlarge the knowledge base.

2) Structured Reviewing

The sole strategy in this set is structured reviewing, which is especially useful or remembering new material in the target language. It entails reviewing at different intervals, at first together and then increasingly far apart.

The Data:

P2: *“S2 kalau dirumah pasti belajar lagi, tapi dia belajarnya pagi, kalau disuruh belajar malam pasti tidak mau karena capek. Jadi dia belajarnya setiap pagi untuk mengulangi pelajaran yang sudah dipelajari atau pelajaran yang akan dipelajari”*.
(Interview, March 3rd 2023)

P6: *“Dia selalu menyempatkan belajar setiap pulang sekolah. Biasanya habis pulang sekolah belajar terus jam 8 malam habis isya juga belajar. Terkadang juga malam saja belajarnya kan kalau sore sudah capek karena pulanginya terlalu mepet.*

(Interview, March 14th 2023)

In English

P2: “If She (S2) is at home, she will definitely study again, but she always studies in the morning. If she is asked to study at night, she definitely doesn't want to because she is tired. So she (S2) studies every morning to repeat the lessons that have been learned or the lessons that will be learned”.

P6: “He always took time to study after school. Usually after going home from school he continues studying, then at 8 pm after evening also studies. Sometimes (S6) he also studies at night, if in the afternoon (S6) he is tired because comes home from school too late”.

Based on the statement above it seems that the student used the structured reviewing to remember new material entails different intervals according to needs, if students want to learn a set of vocabulary they will review as often as possible. After the vocabulary can be remembered the students will briefly review what they have learned.

b. Cognitive Strategies

Cognitive strategies are essential in learning a new language, which are unified by a common function to manipulate the transformation of target language by the learner (Oxford, 1990).

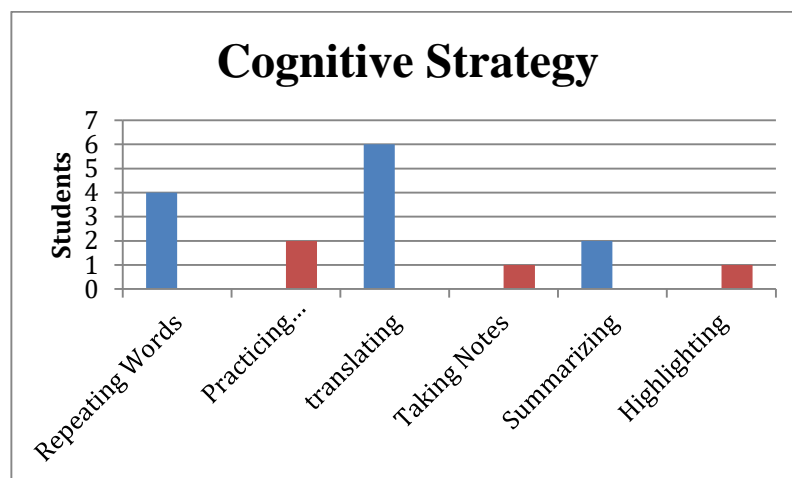


Figure 4.2 Cognitive Strategy

The data above showed that the students' used learning activity in cognitive strategies. The 4 student among 6 used repeating words in learning at home namely S1, S2, S3, and S6. While the 2 student among 6 used practicing naturalistically learning strategy namely S3 and S4. In addition, all student used translating words to help them to find the word in English. In summarizing, as many 2 students used this strategy namely S2 and S5. Meanwhile the strategy of taking notes and highlighting words is used by only one student, namely S6. Student in SMAM Al-Kautsar PK Kartasura apply some subcategories in this strategy like:

- 1) Repeating Words

The strategy of repeating might mean reading a passage more than once to understand it more completely. A profitable technique is to read a passage several times, each time for different purposes: for example, to get the general drift or the main ideas, to predict, to read detail, to write down questions, and so on. Repetition might involve saying or writing the same things several times.

The Data:

S1: *“Saya biasanya kalau speaking ngafalnya saya ulang ulang terus katanya”*.
(Interview, March 2rd 2023)

S3: *“Setahuku saya seringnya pakai hafalan kak, kalau ada tugas speaking aku suka mengulang-ngulang kata soalnya cepat hafalnya ya gitu”*.
(Interview, March 3rd 2023)

S5: *“Kalau bahasa inggris khususnya speaking aku selalu tak ulangi terus setiap kata yang akan aku bicarakan nanti”*.
(Interview, March 10th 2023)

S6: *“Saya biasanya cari kata yang menurut saya susah dan asing, oh iya... Aku tandain, tak garis bawah sehabis itu saya ulang ulang terus kata per kata biar gak lupa.”*
(Interview, March 14th 2023)

In English

S1: “Usually when I speak, I just repeat the words over and over again”

S3: “As far as I know, I often use memorizing words. When there is a speaking assignment I like to repeat words because I memorize words quickly”.

S5: “In English, especially speaking, I always repeat the words that I will talk about later”.

S6: “I used to look for words that I think are difficult and unfamiliar. Oh ya. I’ll mark it, I’ll underline it, and then I’ll repeat it word by word so I don't forget”.

Based on the statement above it is realized that the student is always repeating the words that they want to use in speaking English. They used this strategy to memorize words, but they also used marking words and summarizing a sentence so that it was easy to repeat each word several times.

2) Practicing Naturalistically

This strategy centers on using the language for actual communication. Practicing naturalistically involves practice a speaking the language for realistic communication. Speaking with other people in natural settings provides interactive, rapid, personal communication.

The Data:

S4: “*Saya biasanya prakteknya ngobrol biasa sama temanku yang bisa bahasa Inggris, kan kalau sama teman enak belajarnya*”.
(Interview, March 8th 2023)

P3: “*Suka dipancing dan diajak ngobrol pakai bahasa Inggris kalau dia (S3) salah setahu saya nanti tak benarkan, kalau saya salah nanti misal gurunya bilang yang tepat seperti ini bun ya dia yang koreksi, paling enggak biar dia ngomong jadi harus dipancing dulu pertamanya.*”
(Interview, March 3rd 2023)

In English

S4: “In Practice, I usually talk normally with my friends. It's easy to study with friends”.

P3: “Must be given encouragement in starting English conversations. If he is (S3) wrong, as far as I know I will correct him. If I'm wrong, for example, if the teacher says the right thing, we will correct together”.

Based on the statement above it conclude that student also used practicing naturalistically by having daily conversations with friends and anyone they can talk with English. In addition, practicing speaking English is good to increase learners' confidence in their oral communication skill. Greater confidence leads to better attitudes and increased motivation to continue using the new language.

3) Translating

Translating can be a helpful strategy early in language learning, as long as it is used with care. It allows learners to use their own language as the basis for understanding what they hear or read in the new language. It also helps learners produce the new language in speech or writing.

The Data:

S1: “*aku juga translate dulu ke b.indo kalau ga tau artine*”.
(Interview, March 2rd 2023)

S2: “*Saya translate pakai Google translate mbak*”.

(Interview, March 3rd 2023)

S3: *“Aku biasane tak terjemahin og mbak yen topiknya susah”.*

(Interview, March 3rd 2023)

S4: *“Diterjemahkan katanya biar tidak salah memahami kata mbak”.*

(Interview, March 8th 2023)

S5: *“Untuk mempermudah pemahaman tak terjemahin dulu katanya pakai Google translate”.*

(Interview, March 10th 2023)

S6: *“Saya terjemahin ke bahasa Indo kalau saya tidak tahu artinya”.*

(Interview, March 14th 2023)

In English

S1: “I also translate first to Indonesian, if I don’t know what it means”.

S2: “I translated using Google translate, sis”.

S3: “I usually translate, sis... if this topic is too difficult”.

S4: “Translate the words, so I don't misunderstand the words”.

S5: “To make it easier to understand, I translated it first using Google Translate”.

S6: “I translate it to Indonesian, if I don't know what it means”.

It can be concluded that the students used translation strategies. However, using this strategy with translating word for word can frequently occurred wrong interpretation of target language material. Furthermore, translating sometimes can slow down learners, forcing them to go back and forth

constantly between languages. Beginning speakers often rely on the strategy of translating to produce message in the target language

4) Taking Notes

It is writing down keywords or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. There are many different ways to take notes, the simplest and most common being raw notes, which are unstructured and untransformed.

The Data:

S6: *“Materi yang sudah saya pilih sudah saya buat di catatan sehabis itu saya biasanya cari kata yang susah dan asing”*.
(Interview, March 14th 2023)

In English

S6: “I have made notes on the material that I have chosen, after that I usually look for words that are difficult and unfamiliar”.

Based on the statement above it can conclude that the student used this strategy to demonstrate their understanding tangibly and prepare for using the language for speaking. Using note taking strategies helps the students organize what they are learning as they hear or see it, thus increasing understanding and ability to integrate new information with old.

5) Summarizing

It is making a mental, oral, or written summary of new information gained through listening or reading. Summarizing can be as simple as just giving a title to what has been heard or read; the title functions as a kind of summary of the story or passage.

The Data:

S2: *“Sehabis itu aku membuat rangkuman dan mengulang semua kata agar saya cepat hafal dan cepat paham. Hal ini juga bertujuan agar saya tidak mudah lupa pada materi”*.

(Interview, March 3rd 2023)

S5: *“Aku mencari materi yang mudah kemudian aku membuat ringkasan sesuai dengan bahasaku sendiri agar tidak kelamaan speakingnya”*.

(Interview, March 10th 2023)

In English

S2: “After that, I made a summary and repeated all the words so that I memorized them quickly and quickly understood them. It aims to make me not easily forget the material”.

S5: “I’m looking for easy material, and then I make a summary according to my own language so that I don’t take too long to speak”.

Based on the statement it concludes that the students used summarizing. In this case students carry out activities to note important points of everything they are learning according to their own language. By doing this, students are required to

understand the main point so that it will be easier for them to remember what they should focus on.

6) Highlighting

The learners sometimes benefit by supplementing notes and summaries with another strategy, Highlighting. This strategy emphasizes the major points in a dramatic way, through colour, underlining, capital letters, big writing, bold writing and so on.

The Data:

S6: *“Materi yang tak pilih sudah tak bikin catetan abis itu saya biasanya cari kata yang menurut saya susah dan asing, oh iya... tak tandain, tak garis bawah”*.
(Interview, March 14th 2023)

In English

S6: “I have noted down the material that has been chosen, after that I used to look for words that I think are difficult and unfamiliar. Oh ya. I’ll mark it, I’ll underline it”.

Based on the statement it can be realized that the student used this strategy by highlighting and underlining the words that they want to focus on. The students implement this strategy in order to make practicing easier for them especially for public speaking.

c. Compensation Strategies

Compensation strategies are language learning strategies that enable learners to use the new language for either

comprehension or production despite limitations in knowledge. It helps learners make up for the lack of knowledge (Oxford, 1990).

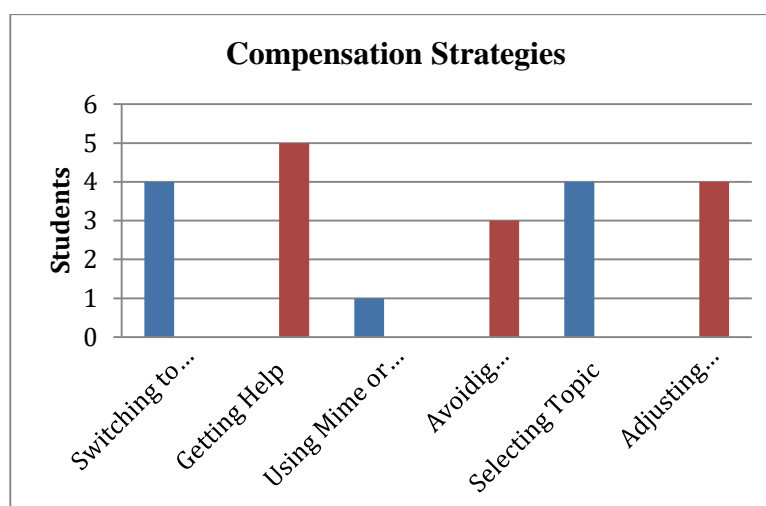


Figure 4.3 the student used in compenstion strategy

Based on the data show that, the student of the twelfth-grade student of SMAM Al-Kautsar used Switching to mother tongue as much as 4 students. Meanwhile the student used getting help as much as 5 student, It is highest use in the compensation strategies. In addition, only one student used using mime or gestures strategy namely S2. Then, in Avoiding commucation partially or totally strategies as much as 3 used this strategy in learning English. In selecting to the topic as as much as 3 among 6 students used this strategy. The last, 3 student namely S1, S3, S5 used the adjusting aproximating the message to help eir learning more easier. Student in SMAM Al-Kautsar PK Kartasura apply some subcategories in this strategy like:

- 1) Switching to The Mother Tongue

The strategy sometimes technically called “code switching” is used for speaking and involves using the mother tongue for an expression without translating it.

The Data:

S1: *“Biasanya kalau aku ngomong ga tau bahasa inggrisnya aku pake B. Indo mbak”*.
(Interview, March 2nd 2023)

S2: *“Aku masih pakai b indo kalau menemui kata yang ga ngerti bahasa inggrisnya apa”*.
(Interview, March 3rd 2023)

S4: *“Saya masih kesulitan saat menemui kata yang baru biasane ya aku ngomongnya pake bahasa indo aja biar ga miskomunikasi”*.
(Interview, March 8th 2023)

S6: *“Terkadang pas ngobrol pakai bahasa inggris sampai gak tau bahasa Inggrisnya saya pakai bahasa indonesia, itu parah banget sih mbak”*.
(Interview, March 14th 2023)

In English

S1: “Usually, when I don’t know the word in English, I use Indonesian, sis”.

S2: “I still use Indonesian, when I encounter a word that I don’t know in English”.

S4: “I still have trouble when I found new words; usually I just speak Indonesian so there’s no miscommunication

S6: “Sometimes when I talk in English I don’t know the word in English so I use Indonesian, that’s really bad, sis”.

It can be concluded that the student used to switch to the mother tongue when they couldn't find words in English. It can also be a problem if they don't want to keep practicing. This will make them addicted to keep switching to Indonesian as their mother tongue. In this case it can cause their vocabulary mastery is very important for English learners.

2) Getting Help

This strategy involves asking someone for help in a conversation by hesitating or explicitly asking for the missing expression. This strategy is somewhat similar to the strategy of asking for clarification or verification; the difference is that in getting help, the learner wants the other person to simply provide what the learner does not know, not to explain or clarify.

The Data:

S3: *“Saya biasanya bertanya pada ibu saya kemudian diskusi bareng atau juga kadang tanya-tanya ke temen”*.
(Interview, March 3rd 2023)

S4: *“Kalau saya bener-bener gak bisa dan gak paham ya minta bantuan ke yang lebih ngerti”*.
(Interview, March 8th 2023)

S5: *“Aku minta tolong orang lain atau meminta koreksi sama yang lebih expert tentang tugas speaking ku”*.
(Interview, March 10th 2023)

S6: *“Saya sih minta bantuan ke orang yang lebih tahu biar dibantu menjelaskan pada bagian yang kita ga paham”*.
(Interview, March 14th 2023)

P2: *“Yang penting dia tanya aja dulu ke saya materi yang sekiranya sulit nanti saya beri penjelasan”*.
(Interview, March 3rd 2023)

In English

S3: “I usually ask my mother and then discuss things together.

Sometimes, I also ask my friends”.

S4: “If I really can’t and don’t understand, I ask for help from someone who knows better”.

S5: “I ask other people for help or for corrections who are more expert about my speaking task”.

S6: “I ask help from people who know more to explain the parts that are not understood”.

P2: “The important thing is to ask me about material that is difficult; I will give an explanation later”.

Based on the statement it can be concluded that the student took the initiative to get help from someone who is more expert and asking the material that the learners don’t know about. In addition, this strategy makes the learners feel confident to ask for repetition or given explanations from someone else about the material if the learners have not understood something the first time.

3) Using Mime or Gesture

In this strategy, the learner uses physical motion, such as mime and gesture, in place of an expression during a conversation to indicate the meaning.

The Data:

S2: *“Aku juga peragain katanya juga sih, misal kalau ga ngerti bahasa inggrisnya biar orang lain paham apa yang aku omongin aku pakai gerakan isyarat.”*
(Interview, March 3rd 2023)

In English

S2: “I also demonstrate each word, for example if I don’t understand English from a word, so as to let the other people know what I mean. I use gestures”.

Based on the statement it can be concluded that the student is using gestures to help them speak English or help them to interact with fellow human beings. In addition it can realize it when we talk with others and send messages to the people around us; we make other people understand not only by words, but also by facial expressions and body movements.

4) Avoiding Communication Partially or Totally

This strategy involves avoiding communication when difficulties are anticipated or encountered. It includes a total avoidance in certain situations, as when required to use persuasive skills or to compete with others for a turn to speak. It also includes avoiding certain topics for which the learner does not know the words, concepts, or grammatical structures

in the new language. This strategy goes against the aim of speaking as much and as often as possible, but it does have an advantage of keeping the learner emotionally protected and possibly more able to speak about other things later in the conversation.

The Data:

S1: *“Jika topik materinya sulit aku banyak diem sih mbak soalnya juga menghindari biar gak dikasih pertanyaan sama bu guru”.*

(Interview, March 2nd 2023)

S2: *“kalau materinya sulit biasanya aku kayak menghindari sih mbak soalnya itu kan aku belum menguasai, jadi takutnya nanti salah jawab”.*

(Interview, March 3rd 2023)

S: *“kalau pas ngomong sama orang lain itu makanya saya lebih baik menghindari kata yang saya nggak tau soalnya pasti saya nggak mudeng 4”.*

(Interview, March 8th 2023)

In English:

S1: “If the topic of the material is difficult, I keep quiet a lot, sis. Because I also avoid being asked questions by the teacher”.

S2: “If the material is difficult, I usually avoid it, sis, because I haven't mastered it yet, so I'm afraid I'll answer wrong”.

S4: “When talking to other person, that's why I better, avoid words that I don't know, because I don't understand”.

It can be concluded that the students avoid the situations and the material that they don't know. In this case, Avoiding is an anticipatory step taken because of the student's lack of knowledge and the student's inability to communicate the message to other people. In this case, Avoiding is important for us in a safe situation, because it rules out problems and avoids conflict.

5) Selecting The Topic

When using this strategy, the learner chooses the topic of conversation. The reasons for this are obvious. Learners want to make sure that the topic is one in which they are interested and for which they possess the needed vocabulary and structures.

The Data:

S3: *“Aku juga memilih materi yang gampang jadi menghafalnya ga susah”.*

(Interview, March 3rd 2023)

S4: *“Kalau misalkan saya dikasih kesempatan speaking atau dapet tugas speaking aku pasti bakal pilih-pilih topik yang udah aku tau jadi biar aku juga nggak kesusahan”.*

(Interview, March 8th 2023)

S5: *“Tapi aku memilih materinya yang mudah terus nanti tak ringkas sesuai bahasaku sendiri biar ga kelamaan speakingnya”.*

(Interview, March 10th 2023)

S6: *“Saya belajarnya pas public speaking itu sudah tak rencanakan sebelumnya mbak, materi sing tak pilih udah tak bikin catetan abis itu saya biasanya cari kata yang menurut saya susah dan asing”.*

(Interview, March 14th 2023)

In English

S3: “I also choose material that I think is easy, so it's not difficult for me to memorize it”.

S4: “If for example I am given the opportunity to speak or get speaking assignment, I will definitely choose a topic that I already know, so I don't have any trouble either”.

S5: “But I choose easy material and then summarize it according to my own language so that speaking doesn't take too long”.

S6: “I learned it during public speaking, I had planned it beforehand, I had written the material I had chosen in the note, after that I usually looked for words that I thought were difficult and unfamiliar”.

Based on the students statements above it can be realized that the student selecting the topic takes in considering the choice of words, and time efficiency. Therefore students feel easier by using this strategy because they eliminate unnecessary information. By using this strategy students are required to focus on topics they have mastered and then develop themselves according to their needs. In addition, students can also identify what topics are not yet mastered and solve the problems so it can't hinder their learning process.

6) Adjusting or Approximating The Message

This strategy is used to alter the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different that has similar meaning.

The Data:

S1: *“Kalau pas speaking gitu sering e improve sendiri aku mbak”*.

(Interview, March 2nd 2023)

S3: *“Kalau aku lupa ya biasanya aku improve pakai kata yang simpel, tapi sebelumnya aku juga memilih materi yang gampang jadi ngapalannya ga susah”*.

(Interview, March 3rd 2023)

S5: *“Aku memilih materinya yang mudah, terus nanti tak ringkas sesuai bahasaku sendiri biar ga kelamaan speakingnya”*.

(Interview, March 10th 2023)

In English

S1: “When I speak, I often improve my own words, sis.”

S3: “If I forget, I usually fix it using simple words, but I also chose easy materials so it wasn't difficult to memorize”.

S5: “I choose the material which is easy, and then summarize it according to my own language so that the speaking doesn't take too long”.

Based on the statement above it can be realized that the student makes words simpler and improvises when they can't speak English. Moreover this is very beneficial for students

because by stringing important words and making words simpler. So, with this strategy they can easily remember new words.

d. Metacognitive Strategies

Metacognitive strategies are a willing way to accomodate students in the learning process. It is also the actions by the students with cognitive devices (Oxford, 1990). Metacognitive strategies include Centering Your Learning, Arranging and Planning Your Learning, and evaluating your learning (Oxford, 1990:136).

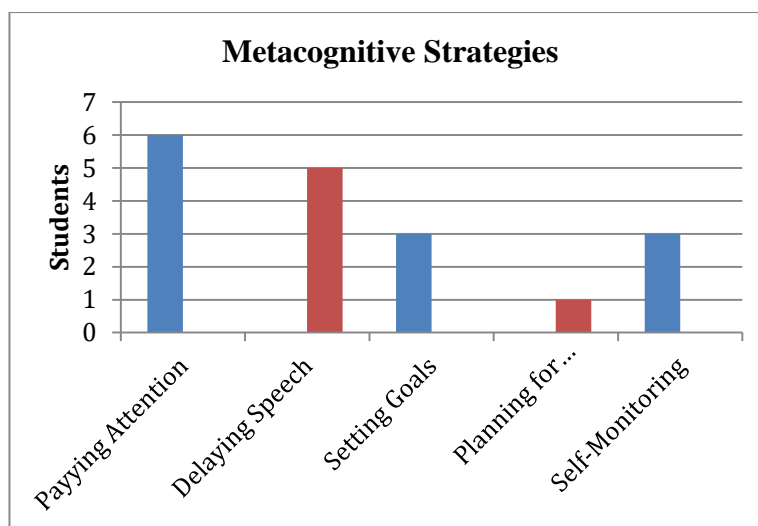


Figure 4.4 Metacognitive strategies

Based on the data show that all twelfth-grade students used payying attention, meanwhile the students used delaying speech to focus on listening as much as 5 students. In addition, setting goals used by 3 students. Planning for language task just used by at least one student. The last is self-monitoring, this strategy used by 3

students namely S1, S2, S6. Student in SMAM Al-Kautsar PK Kartasura apply some subcategories in this strategy like:

1) Paying Attention

It is deciding in advance to pay attention in general to language learning, and pay attention to specific aspects of the language or situational details. It helps the learners to be more focused in teaching the learning process, so the learners can understand the material well.

The Data:

S1: *“Kalau gurunya menjelaskan ya didengerin sih biar mudeng, pokoknya memperhatikan lah mbak”*.
(Interview, March 10th 2023)

S2: *“Aku harus dengerin ibu guru selesai ngomong baru aku mengerti apa yang guru bicarakan biar aku juga paham kalau ditanya-tanya”*.
(Interview, March 3rd 2023)

S4: *“Saat pelajaran itu ketika dijelaskan guru saya merhatiin dan dengerin mbak”*.
(Interview, March 8th 2023)

S5: *“Kalau pas di rumah kan sarana belajarnya cuma internet terus kalo speaking belajarnya juga biasanya lihat di Youtube atau mendengar lagu bahasa Inggris, ya saya harus perhatiin bener-bener apa yang sedang diucapkan sih biar tambah vocab nya”*.
(Interview, March 10th 2023)

S6: *“Saya akan mendengarkan dan perhatiin sampai selesai ketika orang lain berbicara”*.
(Interview, March 14th 2023)

P3: *“Kita biasa dengar lagu atau film kemudian kita itu menyimak dan mendengarkan sampai selesai kalau sudah ya waktunya review bersama”*.
(Interview, March 3rd 2023)

In English

S1: “If the teacher explains it, I will listen so I can understand.

The most important thing is that I pay attention, sis”.

S2: “I have to pay attention and listen to the teacher when she

finishes speaking so that I understand what the teacher is talking about, so that I also understand if I am asked questions”.

S4: “During the lesson, when the teacher explained it, I paid

attention and listened to, sis”.

S5: “When I'm at home, the only learning facility is the

internet. If I'm speaking, I'm learning to watch it on Youtube or listen to English songs. I have to really pay attention to what's being said, so I can add more vocabs”.

S6: “I will listen and pay attention to the end when other

people talk”.

P3: “We usually listen to songs or movies, then we pay

attention and listen to it until it's finished, after that we review it together”.

Based on the statement above it can be concluded that the students used this strategy to avoid misunderstanding in receiving knowledge from teachers, parents, the internet (Youtube, Instagram, etc) and so on. Therefore, the students pay attention in order to focus and can hear all information, at

least they can answer the question related to the information conveyed.

2) Delaying Speech Production to Focus on Listening

It is deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed.

The Data:

S1: *“Yen gurunya menjelaskan ya didengerin sih biar mudeng”*.
(Interview, March 2nd 2023)

S2: *“Aku harus memperhatikan dan dengerin ibu guru selesai ngomong baru aku mengerti apa yang guru bicarakan”*.
(Interview, March 3rd 2023)

S4: *“Kalau pas pelajaran itu ketika dijelaskan guru ya saya merhatiin dan dengerin mbak”*.
(Interview, March 8th 2023)

S6: *“Saya akan mendengarkan dan perhatiin sampai selesai ketika orang lain berbicara”*.
(Interview, March 14th 2023)

P3: *“Kita biasa dengar lagu atau film kemudian kita itu menyimak dan mendengarkan sampai selesai”*.
(Interview, March 3rd 2023)

In English

S1: “If the teacher is explaining, I must listen in order to understand”.

S2: “I have to pay attention and listen to the teacher when the teacher finishes talking, so I can understand that the teacher is talking about”.

S4: “When learning and the teacher is explaining it, I pay attention and listen to, sis”.

S6: “I will listen and pay attention to the end when someone else is talking”.

P3: “We also listen to a song or movie, then we pay attention and listen until it's finished”.

It can be concluded that the student wants to stay focused on getting the information because with this strategy they can receive the information that has been given in full. Meanwhile Comprehensive information will help the student to improve the progress of the learning process. Delaying speech is also etiquette in learning because students must respect whoever is teaching knowledge, so that the knowledge gained will be a blessing.

3) Setting Goals and Objectives

It is setting aims for language learning, including long-term goals (example: such as being able to use the language for informal conversation by the end of the year) or short term objectives (example: such as finishing reading a short story by Friday)

The Data:

S1: “Saya masih banyak salahnya, tapi moga pas kuliah wes lancar speaking soale kan perlu juga nanti saat kuliah”.
(Interview, March 2nd 2023)

S2: *“Aku tuh kalau belajar bahasa Inggris memang dituntut orang tua biar pintar ngomong, soalnya juga mau masuk sastra Inggris”*.
(Interview, March 3rd 2023)

S6: *“Harapannya nanti lebih giat lagi belajarnya, agar saat kuliah sudah lancar speakingnya dan saya pengen mencari banyak relasi saat udah jadi mahasiswa nanti”*.
(Interview, March 14th 2023)

In English

S1: “I still make a lot of mistakes, but I hope that when I go to college, I will be fluent in speaking, because I need it later when I’m in college”.

S2: “When I learn English, my parents demand that I must speak English well, because I also want to major in English literature”.

S6: “The hope is that I will study harder, so that when I go to college I can speak fluently and I want to find a lot of relationships when I become a student in a college later”.

In addition, the student used this strategy to set goals for long term targets. The students want to master speaking English when they are in college, so they must be able to analyze mistakes and overcome the mistakes in order to achieve their long term target i.e. can speak fluent in English and make connections with other people in college.

4) Planning for Language Task

Planning for the language elements and functions necessary for an anticipated language task or situation. This strategy includes four steps: describing the task or situation, determining its requirements, checking one's own linguistic resources, and determining additional language elements or functions necessary for the task or situation.

S6: "Saya belajarnya pas public speaking itu sudah tak rencanakan sebelumnya mbak".

(Interview, March 14th 2023)

In English

S6: "When public speaking, I learned and had planned beforehand".

Students used this strategy to prepare for the later task, it included selecting a topic, remembering over and over, highlighting etc. In addition, planning before the language test has a positive goal to help the student improve their performance in learning to speak English. Therefore, if students have made previous planning carefully, it will ensure that students get maximum results.

5) Self Monitoring

Self monitoring is identifying errors in understanding or producing the new language, determining which ones are important (those that cause serious confusion or offense),

tracking the source of important errors, and trying to eliminate such errors.

The Data:

S1: *“Kalau untuk harian ya strategi belajarnya cukup efektif, kalau untuk tujuan tertentu kemampuan saya masih kurang. Saya masih banyak salahnya, tapi moga pas kuliah wes lancar speaking”.*
(Interview, March 2nd 2023)

S2: *“Selama ini speaking ku ya masih kurang maksimal dan untuk kedepannya ya harus ditingkatkan lagi belajar speakingnya”.*
(Interview, March 3rd 2023)

S6: *“Jadi yang perlu ditingkatkan dari diri saya itu adalah cara melatih keterampilan berbicara agar tidak grogi dan penguasaan vocab. Kedepannya harus lebih ditingkatkan karena sudah akan masuk kuliah, harapannya nanti lebih giat lagi belajarnya agar saat kuliah sudah lancar speakingnya”.*
(Interview, March 14th 2023)

In English

S1: “For daily use the learning strategies are quite effective, for certain purposes my abilities are still lacking. I still have a lot of mistakes, but I hope that when I go to college, I will be fluent in speaking English”.

S2: “So far my speaking is still not optimal, and in the future I have to improve my English”.

S6: “So what needs to be improved from myself is how to practice my speaking skills so I don't get nervous and my vocab mastery must be added. In the future it must be further improved because I am already going to college.

The hope is that later it will be more active in learning so that when I go to college I can speak fluently”.

Based on the statement it can conclude that the student is tracking their problem in learning English and try to eliminate the problem by increasing the intensity of their language learning. Moreover this strategy helps students to self assess their behavior based on clearly set goals and helps develop their self regulation and also helps them to monitor their comprehension about learning in speaking English.

e. Affective Strategies

Affective strategies help the students to manage or control their learning process. Affection is the emotions or attitude of the students in the learning process (Oxford, 1990).

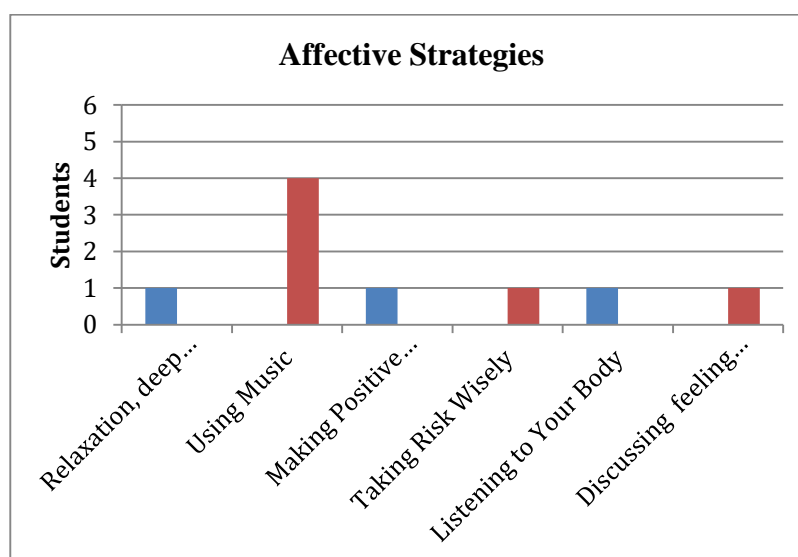


Figure 4.5 the use of affective strategies by students

Based on the data above it can conclude that the student used some strategies in affective Strategies. In using relaxation deep breathing or meditation only one student used this strategy namely S6, The highest used strategies by student in affective strategy is using music as much 4 among 6 student. Meanwhile, student namely S3 using making positive statement to help his learning english at home. In taking risk wisely strategy only one student used his strategy and than in listening to your body and discussing your feeling with someone else strategies used by one student namely S6. Student in SMAM Al-Kautsar PK Kartasura apply some subcategories such as:

1) Using Progressive Relaxation, Deep Breathing or Meditation

Progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time. Deep breathing is often an accompaniment to progressive relaxation. It involves breathing low from the diaphragm, not just from the lungs. The simple act of deep breathing brings greater calmness almost immediately. Meditation means focusing on a mental image or sound to center one's thoughts, and it, too, helps to reduce the anxiety that often dogs language learners.

The Data:

S6: *“Saya mencoba untuk diam dulu agar otaknya rileks, kemudian lanjut fokus agar materinya ga hilang dalam ingatan”*.
(Interview, March 14th 2023)

In English

S6: “I tried to be quiet first so that my brain would relax and then continue to focus so that the material would not get lost in my memory”.

The student is trying to focus and take a break; it is done because the students don't want the material to get lost in mind. Moreover, the students also try to relax because they can't control their own emotions and get stressed. Therefore, student self-control is very important so that the lessons learned are not lost in memory just because of uncontrolled emotions.

2) Using Music

Listening to soothing music, such as a classical concert, as a way to relax. It helps the learners to focus more on learning. It is the technique by focusing on the mental through sound of music.

The Data:

S1: *“Kadang aku dengerin musik biar ada hiburan terus biar fokus juga pas belajar”.*
(Interview, March 2nd 2023)

S2: *“Kadang tuh juga dengerin musik yang berbahasa Inggris juga kalau udah capek belajar abis itu ya dilanjutkan lagi belajarnya kalau nggak capek”.*
(Interview, March 3rd 2023)

S5: *“Kalau speaking belajarnya juga biasanya lihat di Youtube atau dengar lagu bahasa Inggris”.*
(Interview, March 10th 2023)

P3: *“Kita biasa dengar lagu atau film kemudian kita itu menyimak dan mendengarkan sampai selesai”*.
(Interview, March 3rd 2023)

In English

S1: “Sometimes I listen to music, so that there will be entertainment so that I can also focus while studying”.

S2: “Sometimes I also listen to music in English too when I’m tired of studying, after that I continue studying when I’m not tired”.

S5: “If learning to speak, I usually watch on youtube or listen to English songs”.

P3: “We also listen to a song or movie, then we pay attention and listen until it's finished”.

Based on the statement above it can be realized that students use music when they are bored learning, by listening to music students try to entertain themselves so they can keep their enthusiasm for learning English. Besides that, listening to music can also enrich their mastery of English vocabulary. Some students use music for entertainment but there are also students who use music to increase their vocabulary mastery.

3) Making Positive Statements

It is saying or writing positive statements to oneself in order to feel more confident in learning a new language. Selain itu making positive statement juga bisa menjadi tambahan

motivate the learner's agar mereka semangat untuk belajar dan meningkatkan kemampuannya khususnya berbicara bahasa inggris.

The Data:

S5: *“Kalau speaking suka lupa-lupa apalagi kosakata yang saya punya belum banyak. Tapi saya yakin jika belajarnya lebih lagi pasti ya semuanya bakal gampang”*.

(Interview, March 10th 2023)

In English

S5: “When speaking I tend to forget, especially since I don't have a lot of vocabulary. But I'm sure if I learn more everything will be easier”.

In this case, if a student is optimistic and they want to master English, they have to study hard. Therefore, the researcher assumes that students making positive statements are good for themselves. Making positive statements is good for students to continuously motivate themselves, so that positive sentences can become positive affirmations for students to be good at speaking English later.

4) Taking Risk Wisely

This strategy involves a conscious decision to take reasonable risks regardless of the possibility (or probability) of making mistakes or encountering difficulties. It also suggests

the need to carry out this decision in action, that is employing direct strategies to use the language despite fear of failure.

The Data:

S3: *“Saya kalau cuma ngomong tuh pede aja mbak ga malu, tapi ini kan bahasa inggris ya, saya takut salah sih pastinya apalagi kemampuan penguasaan vocabnya masih dikit banget”.*
(Interview, March 3rd 2023)

In English

S3: “If only speaking, I'm so confident, sis. I'm not ashamed. But this is speaking in English, I'm also afraid to make mistakes especially since my vocabulary mastery is still low”.

Based on the statement it can be concluded that the student dares to take risks wisely, this is because the student dares to speak even though they are afraid of making mistakes and student also have low vocab too. However, with high self-confidence, the student dares to take the worst risk if he doesn't succeed, but if he fails he should be appreciated for daring to get out of his comfort zone.

5) Listening to Your Body

Negative feelings like tension, anxiety, fear, and outrage tighten the muscles and affect all the organs of the body. Positive feelings like happiness, pleasure, contentment, and excitement can have either a stimulating or a calming

effect, but certainly an effect that is discernibly different from the effect of negative feelings. Language learners need to learn to pay attention to these physical sensations frequently.

The Data:

S6: *“Pas public speaking saya sempat stres dan hawanya itu marah-marah terus”*.
(Interview, March 14th 2023)

In English

S6: “When I’m doing public speaking, I get stressed and I want to get angry all the time”.

It can be realized that the student used this strategy to make their language learning optimized. Listening to your body strategy helps the student to block distractions created by the student's own body to encourage a focused learning environment. Whole listening to your body also have benefit for student becoming more emotionally mature and can overcome the negative feelings that students are currently experiencing

6) Discussing Your Feeling with Someone Else

The learners often need to discuss the learning process with other people. Written checklists and diaries can be used as input to oral discussions about feelings and needs related to language learning. Learners can discuss anxieties and inhibitions in English. Discussions of feelings can also take

place outside of class with a friend, a parent, a counselor, or a native speaker of the language.

The Data:

S6: *“Saya bilang ke orang tua kalau saya takut ga bisa speaking, tapi orang tua menenangkan saya dan saya mencoba untuk diam dulu biar otaknya rileks kemudian lanjut fokus agar materinya ga hilang dalam ingatan”*.
(Interview, March 14th 2023)

In English

S6: “I told my parents that I was afraid that I would not be able to speak (English), but my parents calmed me down and I tried to be quiet first so that my brain would relax and then continue to focus so that the material would not get lost in my memory”.

It can conclude that the student discussing the feeling with someone else can reduce anxiety and other negative feelings. Confiding with other people can also help the student express concerns and Anxiety when learning English, so that other people can understand their feelings and can give the best solutions for students so they can become better language learners.

f. Social Strategies

Language is one of social behaviors, that is communication, and communication occurs between and through the people.

Therefore, social strategies are very important in this process (Oxford, 1990).

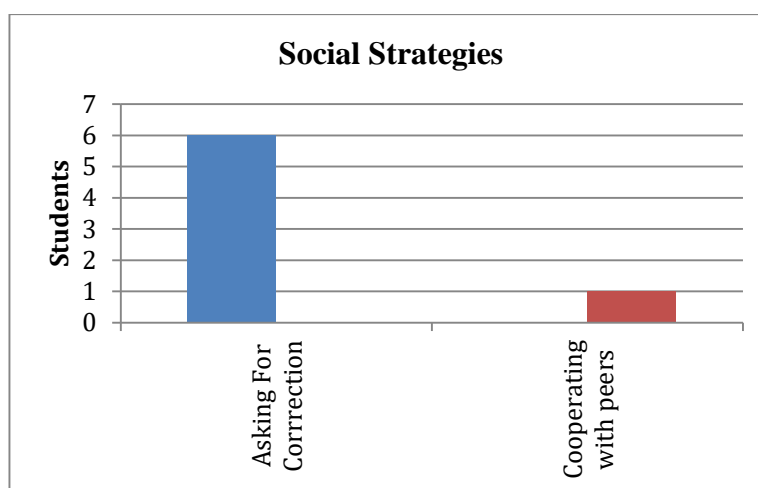


Figure 4.5 the use of social strategies

Based on the data above it can be concluded that the most highly used by students in social strategies is asking for correction with 6 students and the cooperating with peers strategy is just only one student namely S4. Student in SMAM Al-Kautsar PK Kartasura apply some subcategories in this strategy like:

1) Asking for Correction

This strategy is mostly used in speaking and writing, because errors which are most obvious to other people occur in producing the new language. It is related to the strategy of self-monitoring, in which students notice and correct their own difficulties. In a spoken conversation, learners can ask the other person for correction of important problems—that is, those which cause confusion.

The Data:

- S1: *“Kalau mengoreksi speaking, aku biasane minta orang lain buat koreksi pengucapanku”.*
(Interview, March 2nd 2023)
- S2: *“Biasanya aku tanya sama orang lain yang paham biar dibantu benerin.”*
(Interview, March 3rd 2023)
- S3: *“Saya biasanya bertanya ke ibu saya kemudian dikoreksi bareng”.*
(Interview, March 3rd 2023)
- S4: *“Kalau speaking sering minta tolong orang lain untuk membetulkan cara berbicaraku apakah sudah betul atau belum”.*
(Interview, March 8th 2023)
- S5: *“Aku minta tolong orang lain dan meminta koreksi sama yang lebih expert tentang tugas speaking ku”.*
(Interview, March 10th 2023)
- S6: *“Saya bisa belajar dengan teman, selain itu juga bisa melakukan koreksi bersama”.*
(Interview, March 14th 2023)

In English

- S1: “When correcting my speaking, I usually ask someone else to correct my pronunciation”.
- S2: “I usually ask other people who understand, so they can help to justify it”.
- S3: “I usually ask my mother, and then we correct it together”.
- S4: “When speaking, I often ask other people to help correct the way I speak, whether it is correct or not”.
- S5: “I asked other people for help and asked for corrections from people who were more expert about my speaking task”.

S6: “I usually study with friends, besides that I can also make corrections together”.

Based on the statement it can be realized that the student used this strategy to make sure that something has been rightly understood. The student can ask someone more expert in English to correct or give clarification about the material. In addition, the student also must know ways to ask for clarification or verifications so the proficient learners want to explain to the students. By using this strategy students also learn from the mistakes that they make, so that the students don't make the same mistake twice.

2) Cooperating with Peers

This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Games, simulations, Conversation and other active exercises challenge students to develop their ability to cooperate with peers while using a variety of language skills.

The Data:

S4: “*Saya biasanya prakteknya ngobrol biasa sama temanku yang bisa bahasa Inggris, kan kalau sama teman enak belajarnya*”.
(Interview, March 8th 2023)

In English

S4: ‘I usually practice talking to my friends who can speak English, it's easy to study with friends’.

By using this strategy it can realize that the student is collaborating with peers to help each other when they have difficulties in learning English. Moreover, the advantage of cooperating with peers is that students can correct each other to achieve optimal learning results. Learning with peers can also make language learning more enjoyable.

a) The Strategy used by The Science class Students of SMAM Al-Kautsar PK Kartasura

In this chapter the researcher presents the research findings about the science students strategies in learning speaking at home at SMAM Al-Kautsar PK Kartasura. They are as follows:

Table 4.1 The frequency students' learning by Science Class

Student Strategies	S1	S4	S5	Frequency
MEMORY STRATEGIES				
Grouping				0 Times
Structured Review				
COGNITIVE STRATEGIES				
Repeating Words	✓		✓	7 Times
Practicing Naturalistically		✓		
Translating	✓	✓	✓	
Taking Notes				
Summarizing			✓	
Highlighting				
COMPENSATION STRATEGIES				
Switching To Mother Tongue	✓	✓		10 Times
Getting Help		✓	✓	
Using Mime/Gestures				
Avoiding communication	✓	✓		
Selecting the Topic		✓	✓	
Adjusting Aproximating the Message	✓		✓	

METACOGNITIVE STRATEGIES				
Paying Attention	✓	✓	✓	7 Times
Delaying Speech	✓	✓		
Setting Goals	✓			
Planning for language Task				
Self Monitoring	✓			
AFFECTIVE STRATEGIES				
Using Progressive Relaxation				3 Times
Using Music	✓		✓	
Making Positive Statements			✓	
Taking Risk Wisely				
Listening To Your Body				
Discussing your Feeling with someone else				
SOCIAL SRATEGIES				
Asking For Coorections	✓	✓	✓	4 Times
Cooperating with Peers		✓		
Total Strategies				
	11	10	10	

Base data on the table it can conclude that the strategy most used by science class is compensation strategy with the frequency 10 times used by students. Meanwhile the strategy most often used by science students namely translating words, paying attention and asking for corection.

b) The Strategy used by The Social class Students of SMAM Al-Kautsar PK Kartasura

In this chapter the researcher presents the research findings about the science students strategies in learning speaking at home at SMAM Al-Kautsar PK Kartasura. They are as follows:

Tabel 4.2 Frequently Students'learning Strategy

Student Strategies	S2	S3	S6	Frequency
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MEMORY STRATEGIES				
Grouping	✓		✓	4 Times
Structured Review	✓		✓	
COGNITIVE STRATEGIES				
Repeating Words		✓	✓	9 Times
Practicing Naturalistically		✓		
Translating	✓	✓	✓	
Taking Notes			✓	
Summarizing	✓			
Highlighting			✓	
COMPENSATION STRATEGIES				
Switching To Mother Tongue	✓		✓	10 Times
Getting Help	✓	✓	✓	
Using Mime/Gestures	✓			
Avoiding communication	✓			
Selecting the Topic		✓	✓	
Adjusting Aproximating the Message		✓		
METACOGNITIVE STRATEGIES				
Paying Attention	✓	✓	✓	11 Times
Delaying Speech	✓	✓	✓	
Setting Goals	✓		✓	
Planning for language Task			✓	
Self Monitoring	✓		✓	
AFFECTIVE STRATEGIES				
Using Progrosive Relaxation			✓	6 Times
Using Music	✓	✓		
Making Positive Statements				
Taking Risk Wisely		✓		
Listening To Your Body			✓	
Discussing your Feeling with someone else			✓	
SOCIAL STRATEGIES				
Asking For Coorections	✓	✓	✓	3 Times
Cooperating with Peers				
Total Sstrategies	14	11	18	

Based on the tabel show that the strategy most used by social class is metacognitive strategy with the frequently 11 times used by students. Meanwhile the strategy most often used by social students namely translating, getting help, paying attention, delaying speech to focus on listening and the last is asking for correction strategies.

2. The Difficulties that hindered Learning Speaking for The Twelfth-Grade Students of SMAM Al-Kautsar PK Kartasura.

The Researcher has explained about students' strategies in learning speaking skills at home. In addition, when conducting interviews and observations the researcher also found the difficulties that hindered in learning to speak English by the student of SMAM Al-Kautsar PK Kartasura. The difficulties of the students in speaking English are as follows:

1. Low of Vocabulary Mastery

According to the interview with the students, the students say that their vocabulary mastery was still low. This is a major problem for students, the students realize that they are not good at English vocabulary because English vocabulary is too large and then it's too difficult to memorize. According to Meli Arya Susilawati (2017) vocabulary is one of the factors that contribute to speaking problems most students ever experience that they do not have exact words to express their idea when speaking English.

The Data:

S1: *“Aku merasa kalau kosakata yang aku punya kurang banyak”.*

S2: *“Belajar bahasa inggris harus bisa menguasai vocabulary yang banyak. Hal ini menjadi masalah saya dikarenakan banyak sekali vocabnya (bahasa Inggris) jadi sulit untuk menghafalkan, soalnya penguasaan kata dalam bahasa inggris saya juga masih sedikit.”.*

In English

S1: “I feel that the vocabulary mastery I have is not much”.

S2: “To learn English, must be able to master a lot of vocabulary. This is a problem for me because there are so many vocabs that it’s difficult to memorize because my mastery of vocabulary is still low”.

Based on the statements above, it seems that students still have very low vocabulary mastery. This can affect the production of words when the students learn to speak English. According to Edward and Valette (1997:149) Vocabulary is one important factor in all language teaching, so that the students must continually learn words as they learn structure and as they practice sound systems.

2. Lack of Motivation

According to the interview with the students, the student had no motivation to learn English. It can happen because students feel that English is not an Interesting subject so they are too lazy to study and do not want to study English.

The Data:

S4: *“Saya malas dan bosan belajar bahasa Inggris, soalnya bahasa inggris tidak menarik dan saya tidak ingin memperdalam bahasa inggris”*.

In English

S4: “I’m too lazy and feel bored learning English because English is not interesting and I don’t want to study English”.

Based on the statement above it is realized that the student has low learning motivation. According to the statement the student says that English lessons are not interesting. Based Zua (2008, cited in Annisa. A, 2018) she states that motivation in any form can increase interest in learning English.

3. Shyness, Nervousness, Fear of Making Mistake

According to the interview, students mentioned that they were fear of making mistakes while speaking English. In addition, they also feel shy and nervous when speaking in English. Juhana (2012) states that most students have difficulties in psychological aspects. Feeling shy, anxious, fear of making mistakes etc always hinder students to be active in speaking activity. In addition, in order to avoid making mistakes, some students speak in their mother tongue.

S2: *“Saat speaking apalagi public speaking kalau salah kan malu juga apalagi belajar bahasa inggris harus bisa menguasai vocabulary yang banyak”*.

S3: *“Saya takut salah sih kalau bicara dalam bahasa Inggris karena kemampuan penguasaan vocabnya masih dikit banget”*.

S5: *“Saya Takut salah, karena ya tadi saya kalau speaking suka lupa-lupa apalagi kosakata yang saya punya belum banyak”*.

S6: *“Yang perlu ditingkatkan dari diri saya itu adalah cara melatih keterampilan berbicara agar tidak grogi”*.

In English

S1: “When speaking, especially public speaking. If I make a mistake, I will feel shy and nervous. When learning English we have to be able to master a lot of vocabulary”.

S3: “I’m fear of making mistakes if I speak in English, because my vocabulary mastery is still low”.

S5: “I’m fear of making mistakes because when I speak I tend to forget, especially since I don’t have a lot of vocabulary”.

S6: “What I need to improve is how to practice speaking skills so I don’t get nervous when speaking English”.

According to statements above it can be concluded that students are still fear of making mistakes and feel shy when speaking in English. Moreover, they also feel nervous too when they speak in English. If the topic is too difficult they also don’t hesitate to avoid conversations because they are afraid that they can’t speak in English.

4. Lack of Confidence

According to the interview with the students mentioned that they are not confident in their abilities, this can be caused by their low vocab mastery. Varasarin & Patchara (2007, cited in Fahman 2021) says that confidence is an essential factor in speaking as

lacking confidence might cause problems in speaking such as nervousness, sudden blankness and repetition.

The Data:

S6: *“Masih merasa takut salah saat berbicara bahasa Inggris kadang juga merasa cemas karena tidak pede dengan kemampuan bahasa inggris yang saya miliki, selain itu yang perlu ditingkatkan dari diri saya itu adalah cara melatih keterampilan berbicara agar tidak grogi”.*

ET: *“Kalau ngomong aja mereka udah malu dan tidak pede ya nanti nggak bisa mulai dong.. kendalanya ya berasal dari diri anak yang tidak pede pada kemampuan mereka.”*

In English

S6: “Still fear of making mistakes when speaking English, sometimes also feeling anxious because I am not confident with the English language skill that I have. Beside that, what I need to improve is the method of practicing speaking skills so I won't be nervous again”.

ET: “If the student feels shy and not confident when they are speaking, later they will never be able to start (learning), the problem comes from themselves who are not confident in the abilities they have”.

Based on the statement above, it shows that the student is difficult in overcoming the self-confidence that they have. it will make the student blank and feel nervous. Therefore, they must be able to control themselves so the student can speak easily without any problems.

5. The Absence of The Role Parents as Mentors at Home

According to the interview with the students, the student always learns on their own when at home, while the parents do not take a more role in the student's activities in studying at home. The parents let the students learn on their own and must be able to be independent without parental guidance. Even though the students are the responsibility of parents, they have the right to receive teaching, guidance and attention from their parents when at home. Family efforts to make ends meet are part of positive parenting, where relationships are built continuously between parents and children or between children which include caring for, teaching, leading, communicating, and providing for children's needs consistently and unconditionally (Seay et al. ., 2014, p.207 cited in Anggia et. .,al 2020).

The Data: e

- P1: *“Saya sekedar mempercayakan saja soalnya anaknya kan sudah besar saya kira sudah harus mandiri selain itu sebagai orangtua cuma sekedar mengingatkan nanti belajar dan enggaknya anaknya juga udah paham yang dia mau”.*
- P4: *“Saya tidak pernah mengontrol dia untuk belajar. Saya rasa dia sudah besar dan sudah tahu kewajiban jadi sudah tidak perlu saya dikte lagi”.*
- P6: *” Dia tidak pernah bertanya, karena saya bekerja sebagai PNS dan ibunya kan Guru SMA jadi kami sudah sibuk seharian bekerja tapi saya pikir pasti dia sudah bisa belajar sendiri”.*

In English

P1: “I told him just to be more diligent, because he wanted to take an exam and wanted to take part in the UTBK. I hope he wants to study more. I'm just entrusting him, because he's an adult, so I think he has to be independent. In addition, as a parent I just remind him, whether he will study or not... he already understands what he wants”.

P4: “I have never controlled him to study. I think he is an adult and already knows his obligations, so I don't need to dictate anymore”.

P5: “He never asks because I work as civil servant and his mom is a high school teacher so we've been busy all day working, but I think for sure he can learn on his own”.

Based on the statements above it can be concluded that parents only ask and tell students to study more diligently, this is true, but the obligation of parents when the student is at home is to act as a mentor and guide. Parents have the right to teach students at home because that is part of the parental concern for the development of student intelligence.

6. Lack of Internet Access

According to the interview, the student states that they had difficulty studying due to the bad signal around their house. In this case, a bad signal can hinder the student when learning something new on social media, for example in learning to speak the student

using Youtube and learning music. Nowadays all learning web or application is accessed using the internet. It proves that the students have difficulties in learning because they don't have good internet access.

The Data:

S5: *“Fasilitas sudah diberikan semua tapi masih kurang misalnya jaringan, soalnya jaringan internet disini kurang bagus mbak jadi saya kesulitan belajar bahasa Inggris.”*

In English

S5: “All the facilities have been provided, but it's still lacking, for example, bad internet network access. So, I have difficulty learning English”.

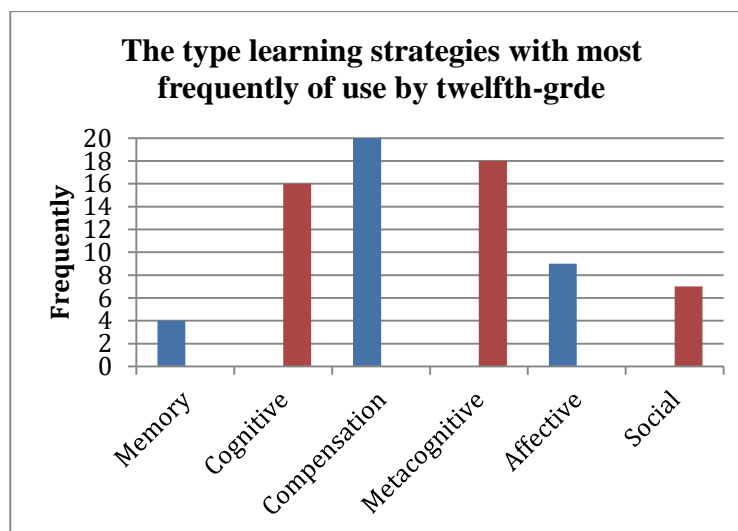
Based on the statement above it can be concluded that the student has difficulty in learning because the internet access is bad. Beside that, through the internet students can access all forms of information from anywhere quickly. Based Turner & Taylor (2000) states that today's learning already supports the use of technology, for example the internet, which can offer a wide range of knowledge.

B. Research Discussion

After describing the data, the researcher need to analyze the data because the data were still raw draw. It deals with the answered of the problem statements. The explanation will be presented bellow:

1. The students strategies in learning speaking skills at home at the twelfth-grade students of SMAM Al-Kautsar PK Kartasura

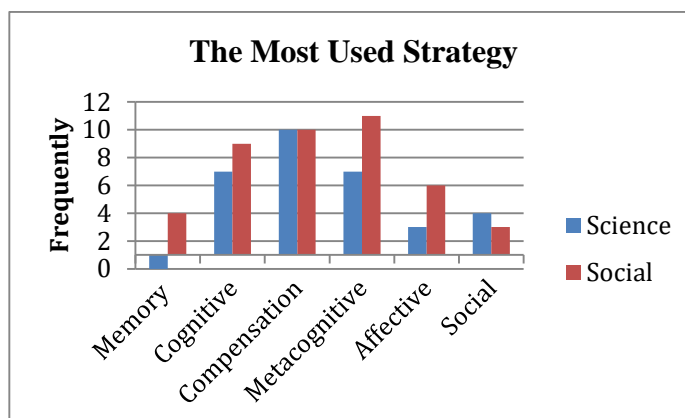
Figure 5.1 Most often used type strategies by twelfth-grade



Based on the data show it can conclude that the twelfth grade students of SMA Muhammadiyah Al-Kautsar PK used compensation strategies in learning at home with the 20 times frequently of use by students. Then the second one is metacognitive strategy with the 18 times frequently use by students and cognitive strategy with the 16 times frequently used.

- a) **The learning strategies with most frequently of use by science and social students**

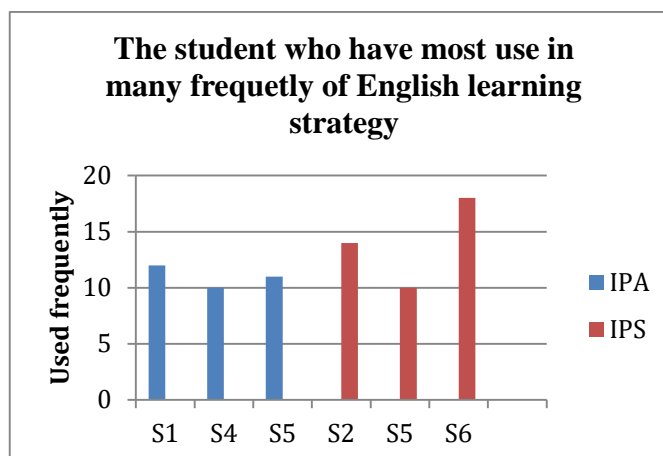
Figure 5.2 Most often strategies use Science and Social



Based on the data show that the most strategy used by Twelfth-grade students of SMA Muhammadiyah Al-Kautsar PK Kartasura. In science class the students used compensation strategies with 10 times frequently used by the students. While in Social class the students most used Metacognitive strategy with the frequently 11 used times. The strategy most often used by science students namely translating words, paying attention and asking for corection. Meanwhile social students often use translating words, getting help, paying attention, delaying speech, asking for correction.

- b) The twelfth class who have most use in many frequetly of English learning strategy**

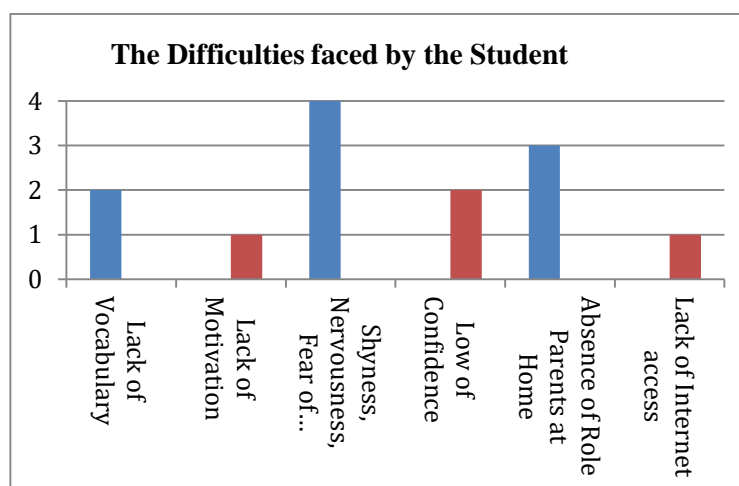
Figure 5.3 the student most use the strategy



Based on the data show that the science student who have use learning strategy to improve English speaking at home is namely S1 with the 11 times use frequently. While in social class namely S6 with the 18 times use frequently

2. The difficulties faced by students when learning speaking in English at home

Figure 5.4 difficulties faced by student



It can concluded that the difficulties faced by students predominantly came from themselves, the shyness if they make

mistake, and nervousness would make the contents in mind go blank instantly. In addition, they also lose the role of parents as mentors at home because their parents are busy working or doing other things, but parents give full trust to their children and think that their children are capable to learning by own self.

Mistar & umamah (2014) have similar finding with this research about the frequently used strategies, which are Compensation strategy and Cognitive strategy. It show that compensation and cognitive strategy were found to provide positive contribution to the learner's speaking ability suggest some podadogical implications.

Rismayana (2017) have similar finding with this research about the strategy frequently used strategies. It show that the one of high frequently used strategies were metacognitive strategies and the compensation strategies was used in medium frequency of usage.

Based Trialoka et al., (2017) have contrast finding with this research the result show that the English education study program of Universitas Bengkulu used varied strategies which are the most highly use is metacognitive strategy (M=2.59), cognitive strategy (M=2.61), affective strategy (2.65)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This concerns several points from findings and discussion about the student's strategies in learning to speak English at home. Chapter V covers the conclusion and suggestions for students, the parents, the teacher and other researchers. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

This research concludes that the twelve-grade of students of SMAM Al-Kautsar PK Kartasura apply most strategies proposed by Oxford, (1990): memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The students use those strategies in order to gain more new knowledge and improve their ability in English.

Based on the result above the researcher conclude that the popular strategy used by the twelfth-grade students of SMAM Al-Kautsar PK is compensation strategies with the 20 times frequently used by the students. The second one is Metacognitive strategy with the 18 times frequently used and the last is Cognitive strategy with the 16 frequently used by students.

Based on the result found that the science class mosly used compensation strategy while the social class most use metacognitive

strategy in learning speaking English at home. In addition, science student uses most learning strategy to improve English speaking at home is namely S1 with the 11 times frequently. While in the social class the student uses most learning strategies is namely S6 with the 18 times frequently. The strategy most often used by science students namely translating words, paying attention and asking for correction. Meanwhile social students often use translating words, getting help, paying attention, delaying speech, asking for correction.

The difficulties faced by students predominantly came from themselves, the shyness if they make mistake, and nervousness would make the contents in mind go blank instantly, they also lose role parents as mentors at home because their parents is too busy working or doing other things.

B. Suggestions

1. For the Teacher
 - a. Giving motivation and simulating a student's opinion are very important to increase students' attention in learning to speak English.
 - b. Choose the most interesting method that is suitable with the condition of class and the material given. So it can help the student to stay focused and the student still interested in learning English.
2. For the Students

- a. Student should study hard and do more practice in speaking because it is the key to be able to communicate in English
 - b. Students should not be shy when making mistake in speaking English
 - c. Student should not be afraid of making mistake
 - d. Mrs. Nur hidayati S.Pd as an English teacher says that “I put more emphasis on students to be confident first because we are beginners and must always learn. First, mentally, you have to be brave enough to speak English. Second, you definitely have to increase your vocab... vocabulary. You can use games or videos from YouTube. Now there are many interesting channels that discuss English.”.
 - e. Students should solve their difficulties in learning so they can improve their speaking skills.
 - f. Students can join the English club so they can improve their speaking skills
3. For the Parents
- a. The parents should give motivation and always take part in the student’s learning process at home.
 - b. The parents should role as teachers at home because most of the student’s time is spent at home.

- c. Communicating and paying attention to students so that students don't hesitate to tell what the students are worried about learning English.

4. For the Next Researcher

This study was about learning strategies in learning speaking skills at home and the difficulties faced by the student when learning speaking English at home at the twelfth-grade students of SMAM Al-Kautsar PK Kartasura. It is expected for the other researcher that the result of this study can be used in additional reference for the new research about learning strategies in other sources.

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APPENDICES

APPENDIX 1: THE DATA FROM OBSERVATION

The Researcher conducted observations with the twelfth-grade from science and social class. This research discusses the strategies used by the twelfth-grade students of SMAM Al-Kautsar Kartasura. In addition, the researcher also found that the students experienced some difficulties when learning to speak English.

Thursday of March 2nd 2023 at 4:00 PM the researchers came to Erland's home (Erland Ryoka hazaad) at Perumahan Soditan Permai. Previously, the researcher had asked for permission to conduct observations and interviews with parents of students by phone. The researcher observed student strategies in learning skills at home. In this case, from the observations it was found that Erland carried out several learning strategies including repeating words because student reasoned that if they used the repeating words strategy it would be faster to remember a new word. The student also explained that he also translated words that were difficult to understand. When the teacher or someone else gives explanations in English, students pay attention and delay speech to focus on listening, this is to avoid miscommunication and make it easier for students to understand the material. The student also improvise and sometimes spontaneously switch to Indonesian to replace words that they don't understand in English. When encountering a difficult topic during a conversation students will avoid the topic. Students carry out self-monitoring of the learning mistakes they make and then correct them, besides that students also set goals so that when they go to college

they can speak English fluently. In addition, students also often listen to music in English because to master new vocabulary, listening to music also used for relaxation and entertainment. The last strategy used is asking for corrections from others to improve the conversation in English especially. The researcher also found the difficulties encountered when learning to speak English such as fear of making mistakes, feeling shyness and feeling that student have a low mastering vocabulary.

On the next day, Friday of March 3rd 2023 at 07:00 PM the researcher came to Alya's home (Alya luthfiyyah S) in the Perum Gumpang Indah No. 21. The researcher found that students used several strategies to improve learning to speak English such as Structured Review. Every morning students took the time to repeat lessons, especially English because in the morning the brain is still fresh and easier to understand lessons. In addition, students also group words according to word types (e.g.; nouns, verbs, adverbs). The Student does Summarizing to make it easier to understand the material. This also makes it easier to do repeating word strategies because the sentences have been made simpler. Moreover, translating is also used by the student when she has difficulty understanding a word and sometimes the student also switch to mother's tongue. Furthermore, the student used gestures when she could not find a word in English, then the student used gestures so other people could understand. The student always pays attention and focuses on listening when other people are speaking in English, because the student doesn't want to miss any important information but if the topic is too difficult to understand she will choose to be silent and avoid it. The student also

carried out a self-monitoring strategy, this was done to improve the ability to speak English. She also set goals, that she wanted to study English literature and was required to be able to speak English fluently. Based on the researcher's observation, it was found that she always gets help and asks for corrections from other people to help her learn English, especially speaking. In increasing her vocabulary she uses music, but listening to music here is also used as refreshing for the brain so she doesn't get bored with monotonous learning. The researcher also found difficulties that hindered her in learning to speak English such as feeling shy and fear of making mistakes when speaking in English.

On the same day, Friday of March 3rd 2023 at 08:00 PM the researcher came to Sava's home (Sava Dzaky Putrayaska) in the Grand Residence Gumpang. The researcher found that student used several strategies to improve learning to speak English such as repeating words because with this strategy it was easier for the student to memorize a word in English. Based on the researcher's observation, it was found that the student also used practice naturalistically because when at home his mother always got him used to practicing speaking English. In addition, he also translating words when he encounters a sentence or a difficult word in English. When he encountered difficulties when learning English he asked for help from his mother, after that the problems in learning would be discussed together. When he can't think of a word in English the student will select a topic that he likes and make the word simpler, all this is done to make learning easier with the strategy of repeating words. While studying at home, students will listen to music and a film, then he will listen and pay attention until finished and then

the mother will do a review together. Besides that, listening to music in English is also entertainment so the student don't get bored with learning activities. The student says that for speaking in English he is not nervous and shy even though he is also fear of making mistakes but at least he has the courage to take risks wisely. The last strategy is asking for corrections, the student asks for corrections from his mom and his friend to help learn to speak English. The researcher also found difficulties that hindered learning to speak English such as fear of making mistakes and the mastery of vocabulary is still low.

On Wednesday of March 8th 2023 at 02:00 PM The Researcher came to Akbar's home (Akbar Ainurridho) in the Jl. Salak Raya, Soditan, Ngadirejo, Kec. Kartasura. The researcher found that the student used several strategies in learning to speak in English such as practicing naturalistically, the student always made conversation with the student who could speak English. The student also used a Translating strategy to translate the word that he did not understand. When having a conversation, the student always selects a topic that he likes and also in practice he sometimes switches to mother tongue when he can't find a word in English. Moreover, the student is also paying attention and listening to the teacher when giving an explanation about an English material but if the material is too difficult he will avoid it and will be more quiet. The last strategy used by the student is asking for correction, he will ask other people who are proficient in English. Besides that, he cooperates with the peers to make a conversation so they can practice speaking English together. The researcher also found difficulties that

hindered learning to speak English such as there was no motivation in the student because he was not too deep into English lessons.

On Friday of March 10th 2023 at 06.30 PM the researcher came to Arya's home (Arya Nur Wahyudin) in the Paket Rt: 02/09, Ngadirejo, Kec. Kartasura. The researcher wants to make an observation and interview about student strategies in learning English speaking skills at home. Based on the observation, it was found that students used several strategies such as repeating words, when the student speak English he often repeats it so they don't forget and make memorization easier. In addition, the student also used translating words when they had difficulty understanding the meaning of a word. In addition, before speaking he will make a summary and he will make the sentences simpler to shorten the material from the topic he has chosen. When at home he studied by paying attention to the videos on YT so that all the information received was easy to understand, this was also intended to increase the vocabulary he had. The student also likes listening to music. Besides being used to learn English, listening to music has also become his habit because music is used as entertainment after studying for so long. Moreover, he asked for help from his friends to help overcome difficulties in learning besides that he also asked for corrections for his assignments to people who understood English better. The last strategy that the student used is Make a positive statement. The student says that if he always studies all the time then all his problems will be easily overcome. The researcher also found difficulties that hindered learning to speak English such as a lack of internet network and access around his house. Besides that, he was also afraid of

making mistakes because the student still felt that many parts were sometimes forgotten and had low vocabulary mastering.

On Tuesday of March 14th 2023 at 05:00 PM the researcher came to Daffa's home in the Ginung, Gajahan, Colomadu, Kab. Karanganyar to make an observation and interview about student strategies in learning to speak English. The Researcher found that the student used several strategies such as Grouping, the student group words according to word types (e.g.; nouns, verbs, adverbs). The next strategy used is placing new words into context and structured reviewing, he always repeats the lessons when he gets home. In this case, she prepares for a speaking test by taking notes on material, then underlining difficult words. In addition, students also do word repetition to remember a new word that is found, when the student cannot understand the meaning of a word he does translation. Based on interviews, student still often switch to Indonesian if cannot find a word in English, and also select the topics that he likes. The students also pay attention and listen when someone speaks in English so that there are no mistakes and misunderstandings in mastering the material. He also used self-monitoring because he wanted to minimize his mistakes when speaking and wanted to improve his English speaking skills, in this case he also wanted to be able to speak English fluently in college later. While studying he also used the strategy of listening to your body, because he was aware that something was not going well when he was studying, after that he also discussed his feelings with the parents and got the solution. To reduce the fear of not being able to speak English, he did deep breathing and relaxation to stay focused. However, he made a positive

statement to always be enthusiastic about learning because of his great desire to immediately speak English fluently and build relationships with many people when he entered college. The last strategy used in learning to speak English is to ask for corrections, he says that the parent suggests asking his friend to correct his work because it is part of the learning process. The researcher also found difficulties that hindered learning such as anxiety, fear of making mistakes and low mastering of vocabulary.

APPENDIX 2: THE DATA FROM INTERVIEW

A. Interview with the Students

1. Students 1 (Erland Ryoka Hayzaad) / Class: 12 IPA

Time : Thursday, 2nd March 2023, at 04:00 PM

Place : Perum Soditan Permai

- The Researcher : Menurut kamu apakah kemampuan bahasa inggrismu perlu ditingkatkan?
- The Students : Perlu banget mbak, karena sekarang apa-apa dari teknologi juga HP juga banyak yang memakai bahasa Inggris main game juga pakai bahasa Inggris
- The Researcher : Strategi belajar bahasa inggris manakah yang selama ini digunakan?
- The Students : Saya bisane kalau speaking ngafalnya tak ulang ulang terus katanya, terus tu biasane kalau aku ngomong ga tau bahasa inggrisnya aku pake B. Indo mbak. Kadang aku dengerin musik biar ada hiburan terus biar fokus juga pas belajar. Oh.. sama kalau pas speaking gitu sering e improve sendiri aku mbak.
- The Researcher : Misal kalau kamu tidak mengerti apa yang dibicarakan dalam bahasa inggris apa yang akan kamu lakukan?
- The Students : O yen kaya gitu aku juga translate dulu ke bahasa indo kalau ga tau artine mbak.. yen gurunya menjelaskan ya didengerin sih biar mudeng, pokoknya memperhatikan lah mbak.. kalau topik materinya sulit aku banyak diem sih mbak soalnya juga

- menghindari biar gak dikasih pertanyaan sama bu guru.
- The Researcher : Apakah strategi belajar yang kamu gunakan selama ini efektif dalam meningkatkan kemampuan berbicara bahasa inggrismu?
- The Students : Kalau untuk harian ya strategi belajarnya cukup efektif, kalau untuk tujuan tertentu kemampuan saya masih kurang. Saya masih banyak salahnya, tapi moga pas kuliah wes lancar speaking soale kan perlu juga nanti saat kuliah buat kebaikan juga kan bahasa inggris tu bahasa internasional kan.
- The Researcher : Selama ini apakah fasilitas belajar yang kamu dapatkan dapat menunjang proses belajarmu?
- The Students : Ya membantu, soalnya saya kan butuh hp dan wifi buat belajar hehehe
- The Researcher : Sebenarnya apa sih masalah yang membatasi kamu dalam meningkatkan skill berbicara dalam bahasa Inggris?
- The Students : Saya merasa Takut salah, malu, Aku merasa kalau kosakata yang aku punya kurang banyak.
- The Researcher : Selama belajar di rumah bagaimana peran orang tuamu dalam meningkatkan minat belajar bahasa Inggris?
- The Students : Biasane ingetin belajar sih tapi kalau ngajarin tuh juga nggak soalnya aku belajar sendiri. Kalau mengoreksi speaking aku biasane minta orang lain buat koreksi pengucapanku.

2. Students 2 (Alya Luthfiyah S) / Class:12 IPS**Time : Friday, 3rd March 2023, at 07:00 PM****Place : Perum Gumpang Indah No. 21**

The Researcher : Menurut kamu apakah kemampuan bahasa inggrismu perlu ditingkatkan?

The Students : Perlu, soalnya di lingkungan sekitarku bahasa inggrisku yang paling kurang. Jadi, kalau misalnya mau ngimbangin kemampuan bahasa inggrisnya perlu kumpul dan ngobrol sama orang-orang yang emang bahasa Inggris nya tuh bagus.

The Researcher : Strategi belajar bahasa inggris manakah yang selama ini digunakan?

The Students : Aku suka ngomong kalau bahasa Inggris mbak.. kalau ngomong aku suka ngelompokin kata misalnya kata "ini masuknya verb, terus kata yang ini masuknya adverb". Abis itu aku bikin rangkuman dan ulangin terus kata-katanya biar aku cepet paham biar ga lupa juga. Aku tuh kalau belajar bahasa inggris memang dituntut orang tua biar pintar ngomong, soalnya juga mau masuk sastra Inggris. Kalau pas ngomong bahasa inggris kan susah ya mbak kadang aku masih pakai b indo kalau menemui kata yang ga ngerti bahasa inggrisnya apa. Terus aku juga peragain katanya juga sih, misal kalau ga ngerti bahasa inggrisnya biar orang lain paham apa yang aku omongin aku pakai gerakan isyarat. Kadang tuh juga dengerin

- musik yang berbahasa Inggris kalau udah capek belajar, habis itu saya lanjutkan lagi belajarnya kalau nggak capek.
- The Researcher : Misal kalau kamu tidak mengerti apa yang dibicarakan dalam bahasa Inggris apa yang akan kamu lakukan?
- The Students : Ya translate mbak saya translate pakai google translate. kalau nggak biasanya aku tanya sama orang lain yang paham biar dibantu benerin. Nah.. kalau pas di sekolah aku harus memperhatikan dan dengerin ibu guru selesai ngomong baru aku mengerti apa yang guru bicarakan biar aku juga paham kalau ditanya-tanya, kalau materinya sulit biasanya aku menghindari sih mbak soalnya itu kan aku belum menguasai, jadi takutnya nanti salah jawab.
- The Researcher : Apakah strategi belajar yang kamu gunakan selama ini efektif dalam meningkatkan kemampuan berbicara bahasa Inggrismu?
- The Students : kayaknya lumayan, tapi kalau dipikir-pikir selama ini speaking ku ya masih kurang maksimal dan untuk kedepannya ya harus ditingkatkan lagi belajar speakingnya.
- The Researcher : Selama ini apakah fasilitas belajar yang kamu dapatkan dapat menunjang proses belajarmu?
- The Students : Sangat, soalnya kan semua udah diberikan jadi aku manfaatkan

- The Researcher : Sebenarnya apa sih masalah yang membatasi kamu dalam meningkatkan skill berbicara dalam bahasa Inggris?
- The Students : Takut salah sih mbak, soalnya kan speaking apalagi public speaking kalau salah kan malu juga apalagi belajar bahasa inggris harus bisa menguasai vocabulary yang banyak. Hal ini menjadi masalah saya karena banyak sekali vocabnya jadi sulit untuk menghafalkan, soalnya penguasaan kata dalam bahasa inggris saya juga masih sedikit.
- The Researcher : Selama belajar di rumah bagaimana peran orang tuamu dalam meningkatkan minat belajar bahasa Inggris?
- The Students : Sebagai pembimbing, soalnya ya dulu pernah ditanya soal yang kuliah-kuliah itu katanya aku kan pengen kuliah jurusan bahasa Inggris terus katanya ayah suruh nambah vocab terus speakingnya juga ditingkatkan dan cara belajarnya dimaksimalkan lagi kalau tidak yakin dengan speakingnya ya harus berani minta tolong orang lain untuk mengoreksi.

3. Students 3 (Sava Dzaky Putrayaska) / Class: 12 IPS

Time : Friday, 3rd March 2023, at 08.00 PM

Place : Grand Residence Gumpang

The Researcher : Menurut kamu apakah kemampuan bahasa inggrismu perlu ditingkatkan?

The Students : Perlu, karena masih banyak kekurangan dan Bahasa Inggris juga kan dipakai jadi bahasa internasional nah itu sangat dibutuhkan kedepannya.

The Researcher : Strategi belajar bahasa inggris manakah yang selama ini digunakan?

The Students : Setahuku saya seringnya pakai hafalan kak, kalau ada tugas speaking aku suka mengulang-ngulang kata soalnya cepet hafalnya ya gitu, kalau aku lupa ya biasanya aku improve pakai kata yang simpel tapi sebelum aku juga milih materi yang gampang jadi ngafalinnya ga susah.

The Researcher : Misal kalau kamu tidak mengerti apa yang dibicarakan dalam bahasa inggris apa yang akan kamu lakukan?

The Students : Aku biasane tak terjemahin og mbak yen topiknya susah atau ga cari teman yang bisa dimintai tolong buat mengartikan.

The Researcher : Apakah strategi belajar yang kamu gunakan selama ini efektif dalam meningkatkan kemampuan berbicara bahasa inggrismu?

The Students : Alhamdulillah masih lancar tapi untuk kedepannya saya kurang tahu mbak, soalnya kan susah ya bahasa inggris kalau ga

- mengerti saya biasanya bertanya ke ibuk saya kemudian dikoreksi bareng atau juga kadang tanya-tanya ke temen.
- The Researcher : Selama ini apakah fasilitas belajar yang kamu dapatkan dapat menunjang proses belajarmu?
- The Students : Alhamdulillah sarana dan prasarana dari orang tua sudah mendukung banget tapi saya nya aja yang kurang semangat belajar
- The Researcher : Sebenarnya apa sih masalah yang membatasi kamu dalam meningkatkan skill berbicara dalam bahasa Inggris?
- The Students : Saya kalau cuma ngomong tuh pede aja mbak ga malu, tapi ini kan bahasa inggris ya, saya takut salah sih kalau bicara dalam bahasa Inggris karena kemampuan penguasaan vocabnya masih dikit banget.
- The Researcher : Selama belajar di rumah bagaimana peran orang tuamu dalam meningkatkan minat belajar bahasa Inggris?
- The Students : Sebagai pendukung dan pembimbing, soalnya dulu tuh pernah mbak mau diadakan One day full English tapi sampai sekarang belum terlaksana sih.. kan pulang sekolahnya sore, jadi capek dan belum terlaksana sampai sekarang.

4. Students 4 (Akbar AINU Ridho) / Class: 12 IPA

Time : Wednesday, 8th March 2023, at 02:00 PM

Place : Jl. Salak Raya, Soditan, Ngadirejo, Kec. Kartasura

The Researcher : Permissi dek mbak mau mewawancarai kamu tentang belajar bahasa Inggris kamu khususnya speaking saat di rumah apakah bisa?

The Students : Ya mbak.. ini jawaban jujur ya mbak?

The Researcher : Iya dek jujur gapapa kalau ga belajar bilang aja ga belajar tapi jangan diawur jawabannya ya

The Students : Oke mbak

The Researcher : Oke langsung aja ya menurut kamu apakah kemampuan bahasa inggrismu perlu ditingkatkan?

The Students : Ya, karena masih jelek banget speaking ku

The Researcher : Strategi belajar bahasa inggris manakah yang selama ini digunakan?

The Students : Saya biasanya prakteknya ngobrol biasa sama temanku yang bisa bahasa Inggris, kan kalau sama teman enak belajarnya tapi saya masih kesulitan saat menemui kata yang baru. Biasane ya aku ngomongnya pake bahasa indo aja biar ga miskomunikasi. Kalau misalkan saya dikasih kesempatan speaking atau dapet tugas speaking aku pasti bakal pilih-pilih topik yang udah aku tau jadi biar aku juga nggak kesusahan. Selain itu, saya lebih baik menghindari kata2 yang saya nggak tau soalnya pasti saya nggak mudeng.

- Nah kalau pas pelajaran itu ketika dijelaskan guru ya saya merhatiin dan dengerin mbak..
- The Researcher : Misal kalau kamu tidak mengerti apa yang dibicarakan dalam bahasa inggris apa yang akan kamu lakukan?
- The Students : Ya Diterjemahkan katanya kan biar ga salah.. terus kalau saya bener-bener gak bisa dan gak paham ya minta bantuan ke yang lebih ngerti dari saya, kalau misalkan saya dikasih kesempatan speaking atau dapat tugas speaking aku pasti bakal pilih-pilih topik yang udah aku tau jadi biar aku juga nggak kesusahan. Selain itu juga kalau speaking sering minta tolong orang lain untuk membetulkan cara berbicaraku apakah sudah betul atau belum.
- The Researcher : Apakah strategi belajar yang kamu gunakan selama ini efektif dalam meningkatkan kemampuan berbicara bahasa inggrismu?
- The Students : Tidak juga, soalnya saya tidak ingin terlalu mendalami pelajaran bahasa Inggris.
- The Researcher : Selama ini apakah fasilitas belajar yang kamu dapatkan dapat menunjang proses belajarmu?
- The Students : Iya, soalnya aku diles-kan ibu ku di GAMA tapi aku kurang bisa memanfaatkan dan malas belajar soalnya aku gak suka belajar.
- The Researcher : Sebenarnya apa sih masalah yang membatasi kamu dalam meningkatkan skill berbicara dalam bahasa Inggris?

- The Students : Saya malas dan bosan belajar bahasa Inggris, soalnya bahasa inggris tidak menarik dan saya tidak ingin memperdalam bahasa inggris.
- The Researcher : Selama belajar di rumah bagaimana peran orang tuamu dalam meningkatkan minat belajar bahasa Inggris?
- The Students : Sebenarnya Ibu saya selalu memberi saran dan arahan untuk belajar tapi saya nggak mau nurut.

5. Students 5 (Arya Nur Wahyudin) / 12 IPA

Time : Friday, 10th March 2023, at 06:30 PM

Place : Kemasan Rt: 02/09, Ngadirejo, Kartasura

The Researcher : Menurut kamu apakah kemampuan bahasa inggrismu perlu ditingkatkan?

The Students : Perlu, karena kosakata yang saya punya masih kurang dan banyak yang belum saya ketahui

The Researcher : Strategi belajar bahasa inggris manakah yang selama ini digunakan?

The Students : Saya suka listening musik mbak kalau belajar, kalau bahasa inggris khususnya speaking aku selalu tak ulangi terus setiap kata yang akan aku bicarakan nanti, sebelum itu untuk mempermudah pemahaman ya tak terjemahkan dulu di Google translate eh.. tapi aku memilih materinya yang mudah terus nanti tak ringkas sesuai bahasaku sendiri biar ga kelamaan speakingnya.

The Researcher : Misal kalau kamu tidak mengerti apa yang dibicarakan dalam bahasa inggris apa yang akan kamu lakukan?

The Students : Kalau pas dirumah ya kan sarana belajarnya cuma internet terus kalo speaking belajarnya juga biasanya lihat di Yt atau dengar lagu bahasa Inggris, ya harus perhatiin bener-bener apa yang sedang diucapkan sih biar tambah vocab nya, terus diterjemahkan lah paling nggak. Kalau emang kepepet banget yaudah dikerjakan dulu sebisanya, abis itu

- aku minta tolong orang lain dan meminta koreksi sama yang lebih expert tentang tugas speaking ku.
- The Researcher : Apakah strategi belajar yang kamu gunakan selama ini efektif dalam meningkatkan kemampuan berbicara bahasa inggrismu?
- The Students : Kurang lebihnya ya efektif, tapi saya rasa masih perlu ditingkatkan lagi soalnya kalau dilihat ya saya masih kurang buat speakingnya.
- The Researcher : Selama ini apakah fasilitas belajar yang kamu dapatkan dapat menunjang proses belajarmu?
- The Students : Kalau fasilitas sudah diberikan semua tapi masih kurang misalnya jaringan, soalnya jaringan internet disini kurang bagus mbak jadi saya kesulitan belajar bahasa Inggris.
- The Researcher : Sebenarnya apa sih masalah yang membatasi kamu dalam meningkatkan skill berbicara dalam bahasa Inggris?
- The Students : Takut salah, karena ya tadi saya kalau speaking suka lupa-lupa apalagi kosakata yang saya punya belum banyak. Tapi saya yakin jika belajarnya lebih lagi pasti ya semuanya bakal gampang kalau soal speaking ya mbak.
- The Researcher : Selama belajar di rumah bagaimana peran orang tuamu dalam meningkatkan minat belajar bahasa Inggris?

The Students : Ibu seringnya nyuruh belajar mbak, kalau belajar ibuk tidak mengajari karena sibuk bekerja.

6. Students 6 (Dafa Yusuf Putra Irianto) / 12 IPA

Time : Tuesday, 14th March 2023, at 05:00 PM

Place : Ginung, Gajahan, Colomadu, Kab. Karanganyar

The Researcher : Assalamualaikum dek selamat sore, maaf ya mbak datang sore-sore ke rumah rencana mau wawancara dek Daffa mengenai belajar bahasa Inggris khususnya speaking saat dirumah boleh kan?

The Students : Iya duduk aja gapapa mbak

The Researcher : Terimakasih ya, langsung aja ya dek ya menurut kamu apakah kemampuan bahasa inggrismu perlu ditingkatkan?

The Students : Perlu mbak jadi yang perlu ditingkatkan dari diri saya itu adalah cara melatih keterampilan berbicara agar tidak grogi kemudian yang perlu ditingkatkan lagi yaitu meningkatkan pemahaman dan penguasaan vocab.

The Researcher : Strategi belajar bahasa inggris manakah yang selama ini digunakan?

The Students : Saya belajarnya pas public speaking itu sudah tak rencanakan sebelumnya mbak, materi sing tak pilih udah tak bikin catetan abis itu saya biasanya cari kata yang menurut saya susah dan asing, oh iya.. tak tandain, tak garis bawah sehabis itu ya tak ulang ulang terus kata per kata biar gak lupa. Saya terjemahin ke bahasa Indo juga kalau saya gak mengerti artinya. Selain itu, aku kalau belajar juga mengelompokkan kata sesuai

- grammar e mbak, misal ini S+V2 tuh menggunakan simple past tense gitu sih mbak.
- The Researcher : Apakah strategi belajar yang kamu gunakan selama ini efektif dalam meningkatkan kemampuan berbicara bahasa inggrismu?
- The Students : Cukup efektif Mbak selama ini soalnya saya merasa lebih paham dan lebih cepat belajar pakai strategi itu. Mungkin kedepannya harus lebih ditingkatkan apalagi ini mau masuk kuliah juga, soalnya kan masih banyak yang salah walaupun gak banyak tapi ya harapannya nanti lebih giat lagi belajarnya agar saat kuliah sudah lancar speakingnya dan saya pengen mencari banyak relasi saat udah jadi mahasiswa nanti.
- The Researcher : Misal kalau kamu tidak mengerti apa yang dibicarakan dalam bahasa inggris apa yang akan kamu lakukan?
- The Students : Saya akan mendengarkan dan perhatiin sampai selesai ketika orang lain berbicara kemudian kalau masih ga ngerti ya saya sih minta bantuan ke orang yang lebih tahu biar dibantu menjelaskan pada bagian yang kita ga paham.
- The Researcher : Selama ini apakah fasilitas belajar yang kamu dapatkan dapat menunjang proses belajarmu?
- The Students : Iya mbak menunjang soalnya ya udah cukup aja mbak fasilitas yang dikasih ortu.

- The Researcher : Sebenarnya apa sih masalah yang membatasi kamu dalam meningkatkan skill berbicara dalam bahasa Inggris?
- The Students : Kemampuan berbahasa Inggris saya masih jelek karena kurangnya vocab dan terkadang pas ngobrol pakai bahasa inggris sampai gak tau bahasa Inggrisnya saya pakai bahasa indonesia parah banget sih mbak.. saya juga kadang masih merasa takut salah saat berbicara bahasa Inggris kadang juga merasa cemas karena tidak pede dengan kemampuan bahasa inggris yang saya miliki.
- The Researcher : Selama belajar di rumah bagaimana peran orang tuamu dalam meningkatkan minat belajar bahasa Inggris?
- The Students : Orang tua ngasih saran sama motivasi soalnya pas public speaking saya sempat stres dan hawanya itu marah-marah terus.. tetapi saya bilang ke orang tua kalau saya takut ga bisa speaking tapi orang tua menenangkan saya dan saya mencoba untuk diam dulu biar otaknya rileks kemudian lanjut fokus agar materinya ga hilang dalam ingatan. Oh iya mbak.. orangtua juga selalu mengingatkan agar saya bisa belajar dengan teman, selain itu juga bisa melakukan koreksi bersama karena itu juga proses belajar.

B. Interview with the parents

1. Parents 1 (Mrs. Wiwik Setyoningsih)/ Erland's Mom

Time : Thursday, 2nd March 2023, at 04:00 PM

Place : Perum Soditan Permai

The Researcher : Apakah anak selalu menyempatkan belajar dan mengulangi pelajaran saat di rumah?

The Parents : Saya lihat itu dia belajarnya kadang-kadang mba, tidak belajar terus terusan.

The Researcher : Apakah anak pernah bertanya mengenai pelajaran khususnya Bahasa Inggris kepada bapak/ibu saat dirumah?

The Parents : Hahaha dia ga pernah bertanya mbak, soalnya anaknya pendiam jadi saya tidak tahu apa yang dipelajari. Saya juga membebaskan dia belajar karena sudah besar dianya.

The Researcher : Menurut bapak/ibu apakah nilai yang didapatkan anak khususnya bahasa inggris cukup memuaskan?

The Parents : Kalau nilai ya cukup mbak soalnya ya anaknya gitu kaya kadang belajar kadang tidak.

The Researcher : Sarana dan Prasarana apa saja yang telah diberikan untuk menunjang aktifitas belajar bahasa inggris anak ketika dirumah?

The Parents : Ya Alhamdulillah sudah ada WiFi dan Hp untuk belajar, terus ya Alhamdulillah sudah ada rumah yang cuman begini setidaknya ya nyaman lah.

- The Researcher : Bagaimana cara bapak/ibu memotivasi anak agar selalu rajin belajar ketika di rumah? khususnya belajar bahasa inggris?
- The Parents : Saya ya ini ya nyuruhnya cuma untuk lebih rajin, ibaratnya ini kan mau ujian dan mau mengikuti UTBK harapannya sih minta lebih digiatkan lagi belajar e.
- The Researcher : Apakah dalam belajar bahasa inggris anak menunjukkan keingintahuan dan minat yang besar?
- The Parents : Lumayan ya mbak mungkin ya ada soalnya kan itu bahasa internasional bisa dipakai kedepannya apalagi sekarang buku-buku kan banyak yang pakai bahasa inggris juga kan lebih lengkap.
- The Researcher : Bagaimana Partisipasi bapak/ibu dalam belajar anak di rumah khususnya dalam belajar bahasa inggris?
- The Parents : Kalau saya sekedar mempercayakan saja soalnya anaknya kan sudah besar saya kira sudah harus mandiri.
- The Researcher : Apakah anak menunjukkan rasa cemas dan kesulitan ketika belajar di rumah?
- The Parents : Tidak begitu sih mbak, ya memang dia ini anaknya kalau tidak ditanya dia ya cuma diam aja
- The Researcher : Bagaimana cara bapak/ibu mengontrol pola belajar anak saat dirumah?
- The Parents : Saya ya cuma tanya aja soalnya udah besar kewajibannya apa dia seharusnya sudah tau jadi sebagai orangtua cuma sekedar mengingatkan nanti belajar dan enggaknya anaknya juga udah paham yang dia mau
- The Researcher : Bagaimana dengan konsep memberikan reward (hadiah) jika anak mendapatkan nilai yang baik, dan memberikan punishment (hukuman) ketika anak tidak mau belajar saat

dirumah. Apakah bapak/ibu juga menerapkan itu dirumah?

The Parents

: Tidak menerapkan kalau dapat nilai bagus ya Alhamdulillah kalau tidak ya ayo belajar lagi gitu mba tidak saya marahi cuma wajar lah kalau menasehati.

2. Parents 2 (Mr. Heri Suryanto) / Alya's Dad

Time : Friday, 3rd March 2023, at 07:00 PM

Place : Perum Gumpang Indah No. 21

The Researcher : Apakah anak selalu menyempatkan belajar dan mengulangi pelajaran saat di rumah?

The Parents : Mbak Alya kalau di rumah pasti belajar lagi, tapi dia suka belajarnya pagi kalau disuruh belajar malam pasti tidak mau karena udah capek. Jadi dia belajarnya setiap pagi untuk mengulangi pelajaran yang sudah dipelajari atau yang akan dipelajari.

The Researcher : Apakah anak pernah bertanya mengenai pelajaran khususnya Bahasa Inggris kepada bapak/ibu saat dirumah?

The Parents : Iya kalau bahasa Inggris dia tanya sama saya, padahal saya nggak bisa nggak tahu kenapa hahaha.. yang penting dia tanya aja dulu ke saya materi yang sekiranya sulit nanti saya beri penjelasan.

The Researcher : Menurut bapak/ibu apakah nilai yang didapatkan anak khususnya bahasa inggris cukup memuaskan?

The Parents : Yang jelas untuk saya pribadi, saya kebetulan bukan tipe orang tua yang menganggap nilai tidak begitu penting tapi ini bukan meremehkan ya.. tapi saya yang penting itu moral, budi pekerti tapi nilainya juga tetap saya kejar juga tapi bukan nomor satu setelah saya lihat-lihat nilainya Alhamdulillah memuaskan, ternyata moral juga ada pengaruhnya ke nilai saya rasa.

- The Researcher : Sarana dan Prasarana apa saja yang telah diberikan untuk menunjang aktifitas belajar bahasa inggris anak ketika dirumah?
- The Parents : Fasilitas yang dirasakan mbak Alya ya wi-fi soalnya dulu kan pakai paketan terlalu repot dan mahal terus boros dan kurang efektif kalau buku-buku itu saya belikan yang dari sekolah kalau bacaan dia sukanya cuma novel ya nggak papa saya belikan juga.
- The Researcher : Bagaimana cara bapak/ibu memotivasi anak agar selalu rajin belajar ketika di rumah? khususnya belajar bahasa inggris?
- The Parents : Saya modelnya nggak beri dorongan dari sekarang tapi saya kasih gambaran kedepannya bagaimana mbak misal ya apa sih yang kamu tuju?, kamu maunya jadi apa nanti?. Kalau kamu mau ini caranya begini gitu aja mba jadi up to down. Kalau dia ingin kuliah jurusan sastra Inggris harus ditambah lagi penguasaan vocabularynya, soalnya kalau dikit kan juga gak mungkin. Ibaratnya vocabulary itu kan sangunya orang yang mau belajar bahasa Inggris.
- The Researcher : Apakah dalam belajar bahasa inggris anak menunjukkan keingintahuan dan minat yang besar?
- The Parents : Yang jelas kalau saya perhatikan dari pelajaran yang lain minatnya yang sangat-sangat besar itu ya bahasa Inggris dari SMP saya pancing mau kuliah di jurusan apa sampai ke SMA mengerucut pilihannya ya

- bahasa Inggris dengan yang satunya pelajaran yang lain.
- The Researcher : Bagaimana Partisipasi bapak/ibu dalam belajar anak di rumah khususnya dalam belajar bahasa inggris?
- The Parents : Pertama sebagai penyedia sarana dan prasarana, saya juga membimbing tapi saya rasa saya kurang maksimal ya rasanya soalnya kalau pembimbing kan sudah ada guru tapi kalau di rumah ya bisanya ngasih saran-saran aja.
- The Researcher : Apakah anak menunjukkan rasa cemas dan kesulitan ketika belajar di rumah?
- The Parents : kalau selama ini nggak sih karena mungkin dia memang sukanya bahasa Inggris
- The Researcher : Bagaimana cara bapak/ibu mengontrol pola belajar anak saat dirumah?
- The Parents : Saya modelnya lain daripada yang lain Mbak penting saya sudah kasih kepercayaan kalau kamu mau sesuatu kamu harus usaha sendiri
- The Researcher : Bagaimana dengan konsep memberikan reward (hadiah) jika anak mendapatkan nilai yang baik, dan memberikan punishment (hukuman) ketika anak tidak mau belajar saat dirumah. Apakah bapak/ibu juga menerapkan itu dirumah?
- The Parents : Pasti mbak, punishment itu wajib contohnya Yang simple aja HP atau uang saku misal kita kurangi pasti anak kesusahan dan pasti kerasa banget soalnya saya nggak banyak omong sih sama anak kalau reward ya pasti ntar tahu-tahu kita belikan apa gitu.

3. Parents 3 (Mrs. Ningtyas) / Sava's Mom

Time : Friday, 3rd March 2023, at 08:00 PM

Place : Grand Residence Gumpang

- The Researcher : Apakah anak selalu menyempatkan belajar dan mengulangi pelajaran saat di rumah?
- The Parents : Nggak ya, karena pulang nya sudah sore ya jadi dia istirahat tapi tidak tidur cuma rebahan
- The Researcher : Apakah anak pernah bertanya mengenai pelajaran khususnya Bahasa Inggris kepada bapak/ibu saat dirumah?
- The Parents : Pernah, soalnya kita juga sering diskusi soal pelajaran bahasa Inggris
- The Researcher : Menurut bapak/ibu apakah nilai yang didapatkan anak khususnya bahasa inggris cukup memuaskan?
- The Parents : kalau kita ngomong memuaskan itu kan skalanya nilainya 100 tapi kalau buat saya hasilnya selama ini lumayan.
- The Researcher : Sarana dan Prasarana apa saja yang telah diberikan untuk menunjang aktifitas belajar bahasa inggris anak ketika dirumah?
- The Parents : Kalau khusus bahasa Inggris kita nggak terlalu ini ya Mbak fasilitasnya kalau belajarnya kita itu bareng dari dulu, kita biasa dengar lagu atau film kemudian kita itu menyimak dan mendengarkan sampai selesai kalau sudah ya waktunya review bersama. Kalau yang berbentuk materil itu ya wi-fi, komputer laptop ada buat dia belajar.

- The Researcher : Bagaimana cara bapak/ibu memotivasi anak agar selalu rajin belajar ketika di rumah? khususnya belajar bahasa inggris?
- The Parents : Suka dipancing pakai bahasa Inggris, diajak ngobrol pakai bahasa Inggris kalau dia salah setahu saya nanti tak benarkan, kalau saya salah nanti misal gurunya bilang yang tepat seperti ini bun ya dia yang koreksi, paling enggak biar dia ngomong jadi harus dipancing dulu pertamanya.
- The Researcher : Apakah dalam belajar bahasa inggris anak menunjukkan keingintahuan dan minat yang besar?
- The Parents : Kalau minat memang dia suka bahasa Inggris mungkin di antara pelajaran yang lain dia paling suka itu dan SBK
- The Researcher : Bagaimana Partisipasi bapak/ibu dalam belajar anak di rumah khususnya dalam belajar bahasa inggris?
- The Parents : Saya suka nanya materinya sampai apa kalau dia nggak tahu biasanya kita bahas tapi kalau sudah mudeng biasanya dia belajar sendiri Mandiri.
- The Researcher : Apakah anak menunjukkan rasa cemas dan kesulitan ketika belajar di rumah?
- The Parents : Oh ya pernah Mbak, kalau kesulitan ya kita bahas yang susah di mana yang benar bagaimana.
- The Researcher : Bagaimana cara bapak/ibu mengontrol pola belajar anak saat dirumah?
- The Parents : karena sudah besar dia seharusnya sudah tahu waktu belajar, kalau masih SMP ya biasanya habis isya pasti kita belajar bersama
- The Researcher : Bagaimana dengan konsep memberikan reward (hadiah) jika anak mendapatkan nilai yang baik, dan memberikan punishment

(hukuman) ketika anak tidak mau belajar saat dirumah. Apakah bapak/ibu juga menerapkan itu dirumah?

The Parents

: Kadang-kadang, kalau dia dapat nilai bagus ada rewardnya tapi sekarang jarang karena nggak masuk target nilai. Kalau punishment nggak sih mbak soal ya udah gede kalau kayak gitu menurut saya nggak jalan malah nanti memberontak.

4. Parents 4 (Mrs. Ratmini) / Akbar's Mom

Time : Wednesday, 8th March 2023, at 01:30 PM

Place : Jl. Salak Raya, Soditan, Ngadirejo, Kec. Kartasura

The Researcher : Apakah anak selalu menyempatkan belajar dan mengulangi pelajaran saat di rumah?

The Parents : Yo sok sinau yo sok ora mbak kebanyakan ora ne

The Researcher : Apakah anak pernah bertanya mengenai pelajaran khususnya Bahasa Inggris kepada bapak/ibu saat dirumah?

The Parents : Nggak pernah soalnya saya hanya les kan di GAMA English Course saya tidak mengajari dia.

The Researcher : Menurut bapak/ibu apakah nilai yang didapatkan anak khususnya bahasa inggris cukup memuaskan?

The Parents : Cukuplah mbak soalnya dia nggak suka belajar lebih suka pelajaran olahraga

The Researcher : Sarana dan Prasarana apa saja yang telah diberikan untuk menunjang aktifitas belajar bahasa inggris anak ketika dirumah?

The Parents : Alat elektronik ada Mbak di rumah telepon ada wifi buku-buku les bahasa Inggris ada dari GAMA tapi laptop itu tidak pernah dibuka

The Researcher : Bagaimana cara bapak/ibu memotivasi anak agar selalu rajin belajar ketika di rumah? khususnya belajar bahasa inggris?

The Parents : Ya anaknya seperti itu, paling belajar sama temannya yang penting dia salat akhlak nomor 1 insyaallah akademik mengikuti,

- kalau soal belajar sudah saya percayakan
soalnya sudah besar dia biar mandiri.
- The Researcher : Apakah dalam belajar bahasa inggris anak
menunjukkan keingintahuan dan minat yang
besar?
- The Parents : Iya pernah mbak, soalnya kata guru lesnya
speakingnya juga bagus dan public speaking-
nya di sekolah bagus.
- The Researcher : Bagaimana Partisipasi bapak/ibu dalam
belajar anak di rumah khususnya dalam
belajar bahasa inggris?
- The Parents : Saya support terus mbak kalau dia suka
bahasa Inggris yang nggak papa nanti saya
biayai sampai selesai, tapi saya kalau
ngajarin itu nggak ya soalnya ya wes gede
wes paham kewajiban e sinau yo kudu sinau.
- The Researcher : Apakah anak menunjukkan rasa cemas dan
kesulitan ketika belajar di rumah?
- The Parents : Tidak pernah mbak, soalnya dia tidak
pernah cerita2
- The Researcher : Bagaimana cara bapak/ibu mengontrol pola
belajar anak saat dirumah?
- The Parents : Saya tidak pernah mengontrol dia belajar
tapi saya terus semangat agar rajin beribadah
saya sudah senang, kalau dia mau belajar
pasti dia akan belajar. Saya rasa dia sudah
besar dan sudah tahu kewajiban jadi sudah
tidak perlu saya dikte lagi.
- The Researcher : Bagaimana dengan konsep memberikan
reward (hadiah) jika anak mendapatkan nilai
yang baik, dan memberikan punishment
(hukuman) ketika anak tidak mau belajar saat
dirumah. Apakah bapak/ibu juga menerapkan
itu dirumah?
- The Parents : Saya tidak pernah memberikan punishment
dan reward tetapi saya berterima kasih pada
dia soalnya dia suka ikut lomba-lomba dan
menang walaupun bukan di bidang bahasa
Inggris.

5. Parents 5 (Mrs. Mulyani) / Arya's Mom

Time : Friday, 10th March 2023, at 06:30 PM

Place : Kemas Rt:02/09, Ngadirejo, Kartasura

The Researcher : Apakah anak selalu menyempatkan belajar dan mengulangi pelajaran saat di rumah?

The Parents : Kadang-kadang, soalnya kalau di sekolah kan pulang sudah sore mungkin pelajaran yang disampaikan di sekolah sudah mencukupi dan kalau di rumah cuma mengulang pelajaran yang sulit saja.

The Researcher : Apakah anak pernah bertanya mengenai pelajaran khususnya Bahasa Inggris kepada bapak/ibu saat dirumah?

The Parents : Kalau bertanya tidak pernah, tapi saya memberi saran itu pernah misal "Saya belajar bahasa Inggris itu seperti ini soalnya pengalaman saat saya sekolah dulu nilai bahasa Inggris saya itu bagus caranya begini".

The Researcher : Menurut bapak/ibu apakah nilai yang didapatkan anak khususnya bahasa inggris cukup memuaskan?

The Parents : Cukup memuaskan, soalnya belajarnya agak kurang maksimal

The Researcher : Sarana dan Prasarana apa saja yang telah diberikan untuk menunjang aktifitas belajar bahasa inggris anak ketika dirumah?

The Parents : Hp dan laptop ada mbak, kalau di les kan dia tidak mau karena pelajaran Inggrisnya kurang minat dia minatnya ke olahraga fisik.

- The Researcher : Bagaimana cara bapak/ibu memotivasi anak agar selalu rajin belajar ketika di rumah? khususnya belajar bahasa inggris?
- The Parents : Saya hubungkan dengan cita-citanya kalau kamu cita-citanya ini ya kamu harus belajar sungguh-sungguh. Walaupun walaupun itu tidak mempengaruhi kesuksesan akan tetapi nilai itu menjadi sebuah tolak ukur untuk menjadi anak yang pandai secara akademik.
- The Researcher : Apakah dalam belajar bahasa inggris anak menunjukkan keingintahuan dan minat yang besar?
- The Parents : Kalau menurut saya tidak, soalnya sukanya pelajaran olahraga.
- The Researcher : Bagaimana Partisipasi bapak/ibu dalam belajar anak di rumah khususnya dalam belajar bahasa inggris?
- The Parents : Saya cuma memberi saran-saran dan mengarahkan belajar dia dan selalu Saya doakan setiap hari.
- The Researcher : Apakah anak menunjukkan rasa cemas dan kesulitan ketika belajar di rumah?
- The Parents : Tidak pernah, dia tidak cerita ke saya mungkin cerita dengan temannya.
- The Researcher : Bagaimana cara bapak/ibu mengontrol pola belajar anak saat dirumah?
- The Parents : Kalau di sekolah sudah ada jadwalnya dan sudah diberitahukan di grup wali murid. Saya selalu baca kemudian saya ingatkan misal hari ini jadwal pelajarannya apa saja saya pasti ingatkan dia.
- The Researcher : Bagaimana dengan konsep memberikan reward (hadiah) jika anak mendapatkan nilai yang baik, dan memberikan punishment (hukuman) ketika anak tidak mau belajar saat dirumah. Apakah bapak/ibu juga menerapkan itu dirumah?

The Parents

: Tidak pernah, Saya tidak memberikan punishment dan reward hanya saya terus beri semangat saja karena sudah besar harus sudah mengerti

6. Parents 6 (Mr. Suhar Irianto) / Daffa's Dad

Time : Tuesday, 14th March 2023, at 05:00 PM

Place : Ginung, Gajahan, Colomadu Kab. Karanganyar

The Researcher : Apakah anak selalu menyempatkan belajar dan mengulangi pelajaran saat di rumah?

The Parents : Iya mbak, dia selalu menyempatkan belajar setiap pulang sekolah. Biasanya habis pulang sekolah belajar terus jam 8 malam habis isya juga belajar. Terkadang juga malam saja belajarnya kan kalau sore sudah capek karena pulangnyanya terlalu mepet.

The Researcher : Apakah anak pernah bertanya mengenai pelajaran khususnya Bahasa Inggris kepada bapak/ibu saat dirumah?

The Parents : Tidak pernah, karena saya bekerja sebagai PNS dan ibunya kan Guru SMA jadi kami sudah sibuk seharian bekerja tapi saya pikir pasti dia sudah bisa belajar sendiri.

The Researcher : Menurut bapak/ibu apakah nilai yang didapatkan anak khususnya bahasa inggris cukup memuaskan?

The Parents : Cukup memuaskan ya karena mungkin belajarnya nggak maksimal karena waktunya mepet dan sudah sibuk seharian di sekolah sampai sore.

The Researcher : Sarana dan Prasarana apa saja yang telah diberikan untuk menunjang aktifitas belajar bahasa inggris anak ketika dirumah?

The Parents : Hp, wifi dan buku-buku itu ada mbak, pokoknya apapun saya berikan pada anak saya.

- The Researcher : Bagaimana cara bapak/ibu memotivasi anak agar selalu rajin belajar ketika di rumah? khususnya belajar bahasa inggris?
- The Parents : Saya beri motivasi misal ya dulu tuh gini saya bilang e, Kamu ii santai aja, sing penting kamu berusaha nikmati semua prosesmu kalau kamu menikmati proses insyaallah hasilnya juga memuaskan dan sesuai ekspektasi.
- The Researcher : Apakah dalam belajar bahasa inggris anak menunjukkan keingintahuan dan minat yang besar?
- The Parents : Iya mungkin mbak, walaupun pernah curhat pelajaran speaking susah bikin stress tapi dia bisa melalui itu dan berusaha semampu yang dia bisa.
- The Researcher : Bagaimana Partisipasi bapak/ibu dalam belajar anak di rumah khususnya dalam belajar bahasa inggris?
- The Parents : Pasti saya beri fasilitas belajar apa yang dibutuhkan pasti saya belikan.
- The Researcher : Apakah anak menunjukkan rasa cemas dan kesulitan ketika belajar di rumah?
- The Parents : Pernah, saat akan public speaking itu dia sempat stress katanya... terus hawanya bikin marah2 soalnya deadlinenya dikit mbak mungkin dia khawatir ga bisa speaking nantinya.
- The Researcher : Bagaimana cara bapak/ibu mengontrol pola belajar anak saat dirumah?
- The Parents : Saya percayakan saja semua kewajiban belajar sepenuhnya kepada anak saya soalnya biar mandiri.
- The Researcher : Bagaimana dengan konsep memberikan reward (hadiah) jika anak mendapatkan nilai yang baik, dan memberikan punishment (hukuman) ketika anak tidak mau belajar saat

dirumah. Apakah bapak/ibu juga menerapkan itu dirumah?

The Parents

: Tidak ada, saya kasih semangat agar selalu tambah rajin belajarnya.

C. Interview with the English Teacher (Mrs. Nur Hidayati S. Pd)

Time : Wednesday, 8th March 2023, at 01:00 PM

Place : Teacher Office SMAM Al-Kautsar PK Kartasura

The Researcher : Menurut Miss Nur Hidayati bagaimana pentingnya speaking skill untuk kelas 12?

The Teacher : Menurut saya, speaking itu sangat penting entah di berapapun kelasnya karena apa? ya kita menilai orang tahu bahasa Inggris atau enggak ya dari speakingnya entah speakingnya nanti grammarnya benar atau tidak itu urusan akhir tapi ketika di pendidikan itu kita membekali anak untuk speaking yang PD ngomong aja pakai bahasa Inggris itu aja udah bagian dari pendidikan yang menurut saya baik. Jadi, disini speaking ya diutamakan seperti kita guru mapel bahasa Inggris ketika akan memulai pelajaran diawali dengan speaking dulu minimal 1 menit dan murid harus tampil dengan tema-tema yang bebas kemudian maju ke depan.

The Researcher : Menurut Miss Nur Hidayati bagaimana nilai bahasa inggris siswa khususnya speaking?

The Teacher : Menurut saya cukup bagus, saya mengambil nilai speaking itu ketika anak maju secara bergantian dari absen awal sampai akhir dengan berbicara bahasa Inggris minimal 1 menit ya cukuplah nilainya dan itu berbeda-beda setiap pertemuan dan saya rasa itu sudah cukup mewakili penilaian speaking mereka. Kita juga ambil nilai dari video misal explanation atau yang lainnya yang bisa di take ketika di rumah dan tidak harus selalu di kelas.

The Researcher : Kendala apa saja yang Miss Nur Hidayati hadapi dalam mengajar speaking di kelas?

The Teacher : Speaking itu berhasil atau tidaknya dilihat dari kebiasaan anak menggunakan kemampuan berbahasa Inggrisnya.. lah kalau

- ngomong aja mereka udah malu dan tidak pede ya nanti nggak bisa mulai dong.. kendalanya ya berasal dari diri anak yang tidak pede pada kemampuan mereka.
- The Researcher : Bagaimana tugas itu diberikan apakah Miss Nur Hidayati rutin memberikan tugas untuk meningkatkan kemampuan berbicara bahasa Inggris siswa?
- The Teacher : Tidak karena sesuai kesepakatan mereka maju sesuai urutan absen dari awal sampai akhir jadi untuk mereka yang tidak maju speaking mereka tidak mengerjakan tugas dan hanya yang akan maju saja yang mengerjakan tugas.
- The Researcher : Bagaimana penilaian yang diberikan untuk siswa dikelas apakah ada kriteria lain yang dipertimbangkan selain nilai murni dari tugas itu sendiri?
- The Teacher : Tentunya ada, yang dipertimbangkan yaitu aktif, dia ikut English club atau tidak kalau ikut English club pasti dapat poin lebih karena ada jam tambahan.
- The Researcher : Bagaimana cara pengoreksian tugas itu dilakukan?
- The Teacher : Saat siswa maju ke depan kalau pronounce-nya salah saya benarkan langsung di tempatnya dan di depan semua siswa agar kesalahan pembacaan tidak terulang kembali sehingga mereka juga tau cara baca yang benar itu bagaimana.
- The Researcher : Bagaimana cara Miss Nur Hidayati mengajarkan speaking pada siswa?
- The Teacher : Kita guru mapel bahasa Inggris selalu mencoba saat di kelas 70-80% memakai bahasa Inggris dan tidak pakai bahasa Indonesia jadi dari situ dengan saya mengucapkan pakai bahasa Inggris ya mereka otomatis harus menjawab pakai bahasa Inggris juga kalau di Cambridge

- diawali dari belajar vocab.. vocab.. vocab.. setelah itu ya practice di kelas.
- The Researcher : Menurut Miss Nur Hidayati apa masalah dihadapi siswa ketika belajar berbicara bahasa inggris?
- The Teacher : Masalah terbesar yaitu di rasa percaya diri yang kurang, malu, takut salah, kemudian mungkin juga perbendaharaan kata yang kurang.
- The Researcher : Apa yang seharusnya ditanamkan dalam benak setiap siswa ketika belajar berbicara bahasa inggris?
- The Teacher : Saya lebih menekankan untuk PD dulu karena kita kan pemula dan harus selalu belajar. Pertama, mental dulu harus berani ngomong pakai bahasa Inggris, Kedua, itu pasti vocab harus diperbanyak kosakatanya bisa pakai game atau video dari YouTube sekarang banyak channel yang menarik yang membahas bahasa Inggris. sehingga berbeda dengan zaman kita dulu yang harus baca-baca dari buku kemudian di translate karena zaman juga udah berkembang semakin canggih.

APPENDIX 3: OBSERVATION CHECKLIST

Nama : Erland Ryoka Hazaad

Kelas : XII MIPA

No	Learning Strategies	Indicators	Observation	
			Yes	No
MEMORY STRATEGIES				
1	Making Meaningful Connections in Memory	a. Grouping		✓
		b. associating/elaborating		✓
		c. Placing new words into context		✓
2	Use Image and Sounds to Remember	a. Using imagery		✓
		b. Semantic mapping		✓
		c. Using keywords		✓
		d. Representing sounds in memory		✓
3	Repeating the Previous Lesson	Structured reviewing		✓
4	Using Gestures to Remember Lessons	a. Using physical response or sensation		✓
		b. Using mechanical techniques		✓
COGNITIVE STRATEGY			Yes	No
1	Doing Practice	a. Repeating words	✓	
		b. Formally practicing with sounds and writing systems		✓
		c. Recognizing and using formulas and patterns		✓
		d. Recombining		✓
		e. Practicing naturalistically		✓
2	Send and Receive Message	a. Getting the idea quickly		✓
		b. Using resources for receiving and sending message		✓
3	Analyzing and Reasoning	a. Reasoning deductively		✓
		b. Analyzing expressions		✓

		c. Analyzing contrastively (across language)		✓
		d. Translating	✓	
		e. Transferring		✓
4	Create Sentence Structure for Information Input and Output	a. Taking notes		✓
		b. Summarizing		✓
		c. Highlighting		✓
COMPENSATION STRATEGIES			Yes	No
1	Guess Correctly	a. Using linguistic clues		✓
		b. Using other clues		✓
2	Overcoming Limitations in Speaking and Writings	a. Switching to the mother tongue	✓	
		b. Getting help		✓
		c. Using mime or gesture		✓
		d. Avoiding communication partially or totally	✓	
		e. Selecting the topic		✓
		f. Adjusting or approximating the message	✓	
		g. Coining words		✓
		h. Using circumlocution or synonym		✓
METACOGNITIVE STRATEGIES			Yes	No
1	Focus on Goal	a. Overviewing and linking with already known material		✓
		b. Paying attention	✓	
		c. Delaying speech production to focus on listening	✓	
2	Plan and Arrange Teaching and Learning Activities	a. Finding out about language learning		✓
		b. Organizing		✓
		c. Setting goals and objectives	✓	

		d. Identifying the purpose of a language task (listening/reading/speaking/ writing)		✓
		e. Planning for language task		✓
		f. Seeking practice opportunities		✓
3	Evaluating The Teaching and Learning Process	a. Self monitoring	✓	
		b. Self evaluating		✓
AFFECTIVE STRATEGIES			Yes	No
1	Reduce Worry and Fear	a. Using progressive relaxation, deep breathing or meditation		✓
		b. Using music	✓	
		c. Using laughter		✓
2	Cultivating Will and Courage	a. Making positive statements		✓
		b. Taking risk wisely		✓
		c. Rewarding yourself		✓
3	Mastering Emotions and Temperament	a. Listening to your body		✓
		b. Using a checklist		✓
		c. Writing a language learning diary		✓
		d. Discussing your feelings with someone else		✓
SOCIAL STRATEGIES			Yes	No
1	Ask Anyone	a. Asking for clarification or verification		✓
		b. Asking for correction	✓	
2	Collaborate with Friends	a. Cooperating with peers		✓
		b. Cooperating with proficient users of the new language		✓
3	Have Empathy for Others	a. Developing cultural Understanding		✓
		b. Becoming aware of others thoughts and feelings		✓

Nama : Alya Luthfiyyah R

Kelas : XII IPS

No	Learning Strategies	Indicators	Observation	
MEMORY STRATEGIES			Yes	No
1	Making Meaningful Connections in Memory	a. Grouping	✓	
		b. associating/elaborating		✓
		c. Placing new words into context		✓
2	Use Image and Sounds to Remember	a. Using imagery		✓
		b. Semantic mapping		✓
		c. Using keywords		✓
		d. Representing sounds in memory		✓
3	Repeating the Previous Lesson	Structured reviewing	✓	
4	Using Gestures to Remember Lessons	a. Using physical response or sensation		✓
		b. Using mechanical techniques		✓
COGNITIVE STRATEGY			Yes	No
1	Doing Practice	a. Repeating words	✓	
		b. Formally practicing with sounds and writing systems		✓
		c. Recognizing and using formulas and patterns		✓
		d. Recombining		✓
		e. Practicing naturalistically		✓
2	Send and Receive Message	a. Getting the idea quickly		✓
		b. Using resources for receiving and sending message		✓
3	Analyzing and Reasoning	a. Reasoning deductively		✓
		b. Analyzing expressions		✓
		c. Analyzing contrastively (across language)		✓
		d. Translating	✓	

		e. Transferring		✓
4	Create Sentence Structure for Information Input and Output	a. Taking notes		✓
		b. Summarizing	✓	
		c. Highlighting		✓
COMPENSATION STRATEGIES			Yes	No
1	Guess Correctly	a. Using linguistic clues		✓
		b. Using other clues		✓
2	Overcoming Limitations in Speaking and Writings	a. Switching to the mother tongue	✓	
		b. Getting help	✓	
		c. Using mime or gesture	✓	
		d. Avoiding communication partially or totally	✓	
		e. Selecting the topic		✓
		f. Adjusting or approximating the message		✓
		g. Coining words		✓
		h. Using circumlocution or synonym		✓
METACOGNITIVE STRATEGIES			Yes	No
1	Focus on Goal	a. Overviewing and linking with already known material		✓
		b. Paying attention	✓	
		c. Delaying speech production to focus on listening	✓	
2	Plan and Arrange Teaching and Learning Activities	a. Finding out about language learning		✓
		b. Organizing		✓
		c. Setting goals and objectives	✓	
		d. Identifying the purpose of a language task (listening/reading/speaking/ writing)		✓
		e. Planning for language task		✓

		f. Seeking practice opportunities		✓
3	Evaluating The Teaching and Learning Process	a. Self monitoring	✓	
		b. Self evaluating		✓
AFFECTIVE STRATEGIES			Yes	No
1	Reduce Worry and Fear	a. Using progressive relaxation, deep breathing or meditation		✓
		b. Using music	✓	
		c. Using laughter		✓
2	Cultivating Will and Courage	a. Making positive statements		✓
		b. Taking risk wisely		✓
		c. Rewarding yourself		✓
3	Mastering Emotions and Temperament	a. Listening to your body		✓
		b. Using a checklist		✓
		c. Writing a language learning diary		✓
		d. Discussing your feelings with someone else		✓
SOCIAL STRATEGIES			Yes	No
1	Ask Anyone	a. Asking for clarification or verification		✓
		b. Asking for correction	✓	
2	Collaborate with Friends	a. Cooperating with peers		✓
		b. Cooperating with proficient users of the new language		✓
3	Have Empathy for Others	a. Developing cultural Understanding		✓
		b. Becoming aware of others thoughts and feelings		✓

Nama : Sava Dzaky Putrayaska

Kelas : XII IPS

No	Learning Strategies	Indicators	Observation	
MEMORY STRATEGIES			Yes	No
1	Making Meaningful Connections in Memory	a. Grouping		✓
		b. associating/elaborating		✓
		c. Placing new words into context		✓
2	Use Image and Sounds to Remember	a. Using imagery		✓
		b. Semantic mapping		✓
		c. Using keywords		✓
		d. Representing sounds in memory		✓
3	Repeating the Previous Lesson	Structured reviewing		✓
4	Using Gestures to Remember Lessons	a. Using physical response or sensation		✓
		b. Using mechanical techniques		✓
COGNITIVE STRATEGY			Yes	No
1	Doing Practice	a. Repeating words	✓	
		b. Formally practicing with sounds and writing systems		✓
		c. Recognizing and using formulas and patterns		✓
		d. Recombining		✓
		e. Practicing naturalistically	✓	
2	Send and Receive Message	a. Getting the idea quickly		✓
		b. Using resources for receiving and sending message		✓
3	Analyzing and Reasoning	a. Reasoning deductively		✓
		b. Analyzing expressions		✓
		c. Analyzing contrastively (across language)		✓

		d. Translating	✓	
		e. Transferring		✓
4	Create Sentence Structure for Information Input and Output	a. Taking notes		✓
		b. Summarizing		✓
		c. Highlighting		✓
COMPENSATION STRATEGIES			Yes	No
1	Guess Correctly	a. Using linguistic clues		✓
		b. Using other clues		✓
2	Overcoming Limitations in Speaking and Writings	a. Switching to the mother tongue		
		b. Getting help	✓	
		c. Using mime or gesture		✓
		d. Avoiding communication partially or totally		✓
		e. Selecting the topic	✓	
		f. Adjusting or approximating the message	✓	
		g. Coining words		✓
		h. Using circumlocution or synonym		✓
METACOGNITIVE STRATEGIES			Yes	No
1	Focus on Goal	a. Overviewing and linking with already known material		✓
		b. Paying attention	✓	
		c. Delaying speech production to focus on listening	✓	
2	Plan and Arrange Teaching and Learning Activities	a. Finding out about language learning		✓
		b. Organizing		✓
		c. Setting goals and objectives		✓
		d. Identifying the purpose of a language task (listening/reading/speaking/ writing)		✓

		e. Planning for language task		✓
		f. Seeking practice opportunities		✓
3	Evaluating The Teaching and Learning Process	a. Self monitoring		✓
		b. Self evaluating		✓
AFFECTIVE STRATEGIES			Yes	No
1	Reduce Worry and Fear	a. Using progressive relaxation, deep breathing or meditation		✓
		b. Using music	✓	
		c. Using laughter		✓
2	Cultivating Will and Courage	a. Making positive statements		✓
		b. Taking risk wisely	✓	
		c. Rewarding yourself		✓
3	Mastering Emotions and Temperament	a. Listening to your body		✓
		b. Using a checklist		✓
		c. Writing a language learning diary		✓
		d. Discussing your feelings with someone else		✓
SOCIAL STRATEGIES			Yes	No
1	Ask Anyone	a. Asking for clarification or verification		✓
		b. Asking for correction	✓	
2	Collaborate with Friends	a. Cooperating with peers		✓
		b. Cooperating with proficient users of the new language		✓
3	Have Empathy for Others	a. Developing cultural Understanding		✓
		b. Becoming aware of others thoughts and feelings		✓

Nama : Akbar Ainuridho

Kelas : XII MIPA

No	Learning Strategies	Indicators	Observation	
MEMORY STRATEGIES			Yes	No
1	Making Meaningful Connections in Memory	a. Grouping		✓
		b. associating/elaborating		✓
		c. Placing new words into context		✓
2	Use Image and Sounds to Remember	a. Using imagery		✓
		b. Semantic mapping		✓
		c. Using keywords		✓
		d. Representing sounds in memory		✓
3	Repeating the Previous Lesson	Structured reviewing		✓
4	Using Gestures to Remember Lessons	a. Using physical response or sensation		✓
		b. Using mechanical techniques		✓
COGNITIVE STRATEGY			Yes	No
1	Doing Practice	a. Repeating words		✓
		b. Formally practicing with sounds and writing systems		✓
		c. Recognizing and using formulas and patterns		✓
		d. Recombining		✓
		e. Practicing naturalistically	✓	
2	Send and Receive Message	a. Getting the idea quickly		✓
		b. Using resources for receiving and sending message		✓
3	Analyzing and Reasoning	a. Reasoning deductively		✓
		b. Analyzing expressions		✓
		c. Analyzing contrastively (across language)		✓
		d. Translating	✓	

		e. Transferring		✓
4	Create Sentence Structure for Information Input and Output	a. Taking notes		✓
		b. Summarizing		✓
		c. Highlighting		✓
COMPENSATION STRATEGIES			Yes	No
1	Guess Correctly	a. Using linguistic clues		✓
		b. Using other clues		✓
2	Overcoming Limitations in Speaking and Writings	a. Switching to the mother tongue	✓	
		b. Getting help		✓
		c. Using mime or gesture		✓
		d. Avoiding communication partially or totally	✓	
		e. Selecting the topic	✓	✓
		f. Adjusting or approximating the message		✓
		g. Coining words		✓
		h. Using circumlocution or synonym		✓
METACOGNITIVE STRATEGIES			Yes	No
1	Focus on Goal	a. Overviewing and linking with already known material		✓
		b. Paying attention	✓	
		c. Delaying speech production to focus on listening	✓	
2	Plan and Arrange Teaching and Learning Activities	a. Finding out about language learning		✓
		b. Organizing		✓
		c. Setting goals and objectives		✓
		d. Identifying the purpose of a language task (listening/reading/speaking/ writing)		✓
		e. Planning for language task		✓

		f. Seeking practice opportunities		✓
3	Evaluating The Teaching and Learning Process	a. Self monitoring	✓	
		b. Self evaluating		✓
AFFECTIVE STRATEGIES			Yes	No
1	Reduce Worry and Fear	a. Using progressive relaxation, deep breathing or meditation		✓
		b. Using music		✓
		c. Using laughter		✓
2	Cultivating Will and Courage	a. Making positive statements		✓
		b. Taking risk wisely		✓
		c. Rewarding yourself		✓
3	Mastering Emotions and Temperament	a. Listening to your body		✓
		b. Using a checklist		✓
		c. Writing a language learning diary		✓
		d. Discussing your feelings with someone else		✓
SOCIAL STRATEGIES			Yes	No
1	Ask Anyone	a. Asking for clarification or verification		✓
		b. Asking for correction	✓	
2	Collaborate with Friends	a. Cooperating with peers	✓	
		b. Cooperating with proficient users of the new language		✓
3	Have Empathy for Others	a. Developing cultural Understanding		✓
		b. Becoming aware of others thoughts and feelings		✓

Nama : Arya Nur Wahyudin

Kelas : XII MIPA

No	Learning Strategies	Indicators	Observation	
MEMORY STRATEGIES			Yes	No
1	Making Meaningful Connections in Memory	a. Grouping		✓
		b. associating/elaborating		✓
		c. Placing new words into context		✓
2	Use Image and Sounds to Remember	a. Using imagery		✓
		b. Semantic mapping		✓
		c. Using keywords		✓
		d. Representing sounds in memory		✓
3	Repeating the Previous Lesson	Structured reviewing		✓
4	Using Gestures to Remember Lessons	a. Using physical response or sensation		✓
		b. Using mechanical techniques		✓
COGNITIVE STRATEGY			Yes	No
1	Doing Practice	a. Repeating words	✓	
		b. Formally practicing with sounds and writing systems		✓
		c. Recognizing and using formulas and patterns		✓
		d. Recombining		✓
		e. Practicing naturalistically		✓
2	Send and Receive Message	a. Getting the idea quickly		✓
		b. Using resources for receiving and sending message		✓
3	Analyzing and Reasoning	a. Reasoning deductively		✓
		b. Analyzing expressions		✓
		c. Analyzing contrastively (across language)		✓

		d. Translating	✓	
		e. Transferring		✓
4	Create Sentence Structure for Information Input and Output	a. Taking notes		✓
		b. Summarizing	✓	
		c. Highlighting		✓
COMPENSATION STRATEGIES			Yes	No
1	Guess Correctly	a. Using linguistic clues		✓
		b. Using other clues		✓
2	Overcoming Limitations in Speaking and Writings	a. Switching to the mother tongue		✓
		b. Getting help	✓	
		c. Using mime or gesture		✓
		d. Avoiding communication partially or totally		✓
		e. Selecting the topic	✓	
		f. Adjusting or approximating the message	✓	
		g. Coining words		✓
		h. Using circumlocution or synonym		✓
METACOGNITIVE STRATEGIES			Yes	No
1	Focus on Goal	a. Overviewing and linking with already known material		✓
		b. Paying attention	✓	
		c. Delaying speech production to focus on listening		✓
2	Plan and Arrange Teaching and Learning Activities	a. Finding out about language learning		✓
		b. Organizing		✓
		c. Setting goals and objectives		✓
		d. Identifying the purpose of a language task (listening/reading/speaking/ writing)		✓

		e. Planning for language task		✓
		f. Seeking practice opportunities		✓
3	Evaluating The Teaching and Learning Process	a. Self monitoring		✓
		b. Self evaluating		✓
AFFECTIVE STRATEGIES			Yes	No
1	Reduce Worry and Fear	a. Using progressive relaxation, deep breathing or meditation		✓
		b. Using music	✓	
		c. Using laughter		✓
2	Cultivating Will and Courage	a. Making positive statements	✓	
		b. Taking risk wisely		✓
		c. Rewarding yourself		✓
3	Mastering Emotions and Temperament	a. Listening to your body		✓
		b. Using a checklist		✓
		c. Writing a language learning diary		✓
		d. Discussing your feelings with someone else		✓
SOCIAL STRATEGIES			Yes	No
1	Ask Anyone	a. Asking for clarification or verification		✓
		b. Asking for correction	✓	
2	Collaborate with Friends	a. Cooperating with peers		✓
		b. Cooperating with proficient users of the new language		✓
3	Have Empathy for Others	a. Developing cultural Understanding		✓
		b. Becoming aware of others thoughts and feelings		✓

Nama : Daffa Yusuf Putra Irianto

Kelas : XII

No	Learning Strategies	Indicators	Observation	
			Yes	No
MEMORY STRATEGIES				
1	Making Meaningful Connections in Memory	a. Grouping	✓	
		b. associating/elaborating		✓
		c. Placing new words into context	✓	
2	Use Image and Sounds to Remember	a. Using imagery		✓
		b. Semantic mapping		✓
		c. Using keywords		✓
		d. Representing sounds in memory		✓
3	Repeating the Previous Lesson	Structured reviewing		✓
4	Using Gestures to Remember Lessons	a. Using physical response or sensation		✓
		b. Using mechanical techniques		✓
COGNITIVE STRATEGY			Yes	No
1	Doing Practice	a. Repeating words	✓	
		b. Formally practicing with sounds and writing systems		✓
		c. Recognizing and using formulas and patterns		✓
		d. Recombining		✓
		e. Practicing naturalistically		✓
2	Send and Receive Message	a. Getting the idea quickly		✓
		b. Using resources for receiving and sending message		✓
3	Analyzing and Reasoning	a. Reasoning deductively		✓
		b. Analyzing expressions		✓
		c. Analyzing contrastively (across language)		✓

		d. Translating	✓	
		e. Transferring		✓
4	Create Sentence Structure for Information Input and Output	a. Taking notes	✓	
		b. Summarizing		✓
		c. Highlighting	✓	
COMPENSATION STRATEGIES			Yes	No
1	Guess Correctly	a. Using linguistic clues		✓
		b. Using other clues		✓
2	Overcoming Limitations in Speaking and Writings	a. Switching to the mother tongue	✓	
		b. Getting help	✓	
		c. Using mime or gesture		✓
		d. Avoiding communication partially or totally		✓
		e. Selecting the topic	✓	
		f. Adjusting or approximating the message		✓
		g. Coining words		✓
		h. Using circumlocution or synonym		✓
METACOGNITIVE STRATEGIES			Yes	No
1	Focus on Goal	a. Overviewing and linking with already known material		✓
		b. Paying attention	✓	
		c. Delaying speech production to focus on listening	✓	
2	Plan and Arrange Teaching and Learning Activities	a. Finding out about language learning		✓
		b. Organizing		✓
		c. Setting goals and objectives	✓	
		d. Identifying the purpose of a language task (listening/reading/speaking/ writing)		✓

		e. Planning for language task	✓	
		f. Seeking practice opportunities		✓
3	Evaluating The Teaching and Learning Process	a. Self monitoring	✓	
		b. Self evaluating		✓
AFFECTIVE STRATEGIES			Yes	No
1	Reduce Worry and Fear	a. Using progressive relaxation, deep breathing or meditation	✓	
		b. Using music		✓
		c. Using laughter		✓
2	Cultivating Will and Courage	a. Making positive statements	✓	
		b. Taking risk wisely		✓
		c. Rewarding yourself		✓
3	Mastering Emotions and Temperament	a. Listening to your body	✓	
		b. Using a checklist		✓
		c. Writing a language learning diary		✓
		d. Discussing your feelings with someone else	✓	
SOCIAL STRATEGIES			Yes	No
1	Ask Anyone	a. Asking for clarification or verification		✓
		b. Asking for correction	✓	
2	Collaborate with Friends	a. Cooperating with peers		✓
		b. Cooperating with proficient users of the new language		✓
3	Have Empathy for Others	a. Developing cultural Understanding		✓
		b. Becoming aware of others thoughts and feelings		✓

APPENDIX 4: PICTURES



Picture 4 2 Parents Interview



picture 4 1 Students interview & Observation



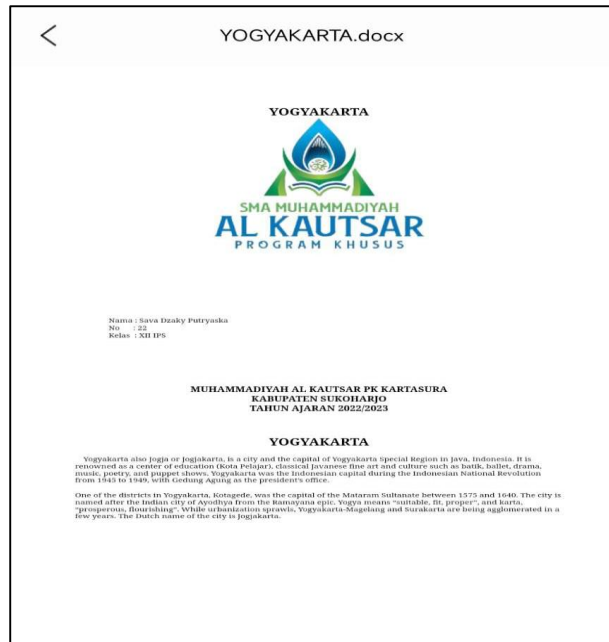
Picture 4 4 Discuss with the English teacher



Picture 4 3 Final test (Public Speaking)



Picture 4 5 Parents Interview at Home



Picture 4 6 Students' Worksheet