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Students Learning Strategies in Public Speaking Class at Higher Education Level

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ABSTRACT

Public speaking is the capability to speak in public with some learning activities that occur through experiences and speaking practices in front of audiences. Different learning strategies the students apply in improving their speaking ability surely result in diverse speaking mastery and performances. This research aims to discover and explore deeper what kind of learning strategies university students use in a public speaking course. Three students from the same class of public speaking course were selected as the subject of the study. They are selected based on the score criteria: high-average score, medium-average score, and low-average score student. It is a descriptive qualitative study using a questionnaire and interview as the main instruments.

The result shows that three types of students use three kinds of learning strategies: cognitive, socio-affective, and meta-cognitive strategies, but the main differences are in the factors of frequency and consistency of using the strategies. The researcher found that a high average score student mostly uses cognitive strategies to support mastery of public speaking. A high-achieving student regularly watches and listens to English speeches on YouTube and Instagram which is included as the specific strategy: auditory representation, of cognitive strategies' aspects. This study concludes that a student with a high average score employs more cognitive techniques to promote her/his mastery of public speaking. It also recommends more frequent language exposure to improve public speaking skills.

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Introduction

One way to interact is through speaking. Individuals should be taught early how to exchange information and communicate with others. Moreover, speaking is one of the four language skills that English learners must acquire, particularly in higher education. It is a crucial skill since it allows students to communicate with others and express themselves verbally. According to Collie and Slatter (2005), speaking promotes the development of fluency in spoken English. Students in higher education possess a variety of speaking mastery skills, particularly in public speaking courses. Different ways of learning to talk contribute to the differences in the mastery of speaking.

There are three types of learning strategies, according to O'Malley & Chamot (1990): metacognitive strategies, cognitive strategies, and socio-affective strategies. Given that students' English proficiency varies, particularly in public speaking classes, this study aims to identify and investigate students' learning processes at the university level. The researcher decides to investigate students' learning processes at the higher education level because students' English fluency differs, particularly in public speaking classes. In addition, the researcher wishes to compare the student's learning strategies with their A, B, and C grades. This study looks into the different kinds of learning strategies used by participants in a public speaking class. The researcher also wants to know why, despite receiving the same knowledge, students in the same classes and during the same lecture perform differently.

According to O'Malley & Chamot (1990), there are three different types of learning techniques: metacognitive strategies, cognitive strategies, and socio-affective strategies. There are three distinct metacognitive strategies in public speaking classes. The first is planning. The second one is monitoring the subject material by writing subheadings or key topics. The third one involves evaluating the materials and key themes to ensure that they are relevant. The second cognitive strategy is repetition, rehearsing, and imitation of new vocabulary or language. The Socio-affective strategy is the third one, and it involves the learner interacting with another person to assist learning through cooperation, clarification-seeking questions, or by using effective control to support a learning task. These tactics improve language acquisition through social interaction. It involves asking questions, cooperating with others, and having empathy for others.

As previously said, it is anticipated that learning strategies apply to learning, including public speaking, which is vital for educational and professional success. It provides an indispensable setting for fostering critical thinking and increasing employability (Emanuel, 2005; Bodie, 2010). The purpose of a speech may be to inform, entertain, or persuade the audience. It is also believed that public speaking plays a crucial function in education. Learners must demonstrate fundamental public speaking skills, such as product promotion, foreigner interaction, speech, etc. At the university level, the English department requires students to enroll in a course in public speaking. Students are assigned multiple roles as public speakers and are required to deliver their remarks in front of the class. Students are needed to fulfill multiple duties, including becoming a master of ceremonies, advertising items, hosting a television program, and playing roles as a tour guide, storyteller, news anchor, motivator, political campaigner, public relations officer, and interviewer. (Hafifah. et al, 2014; Hafifah, 2014)

Public speaking is regarded as one of the most valuable language skills, notably in higher education, which encompasses a variety of institutions of higher learning, including universities. These institutes of higher education could be arranged variously, typically within a university and

in a distinct institution as universities and other institutions of higher education. A university is a higher education institution that provides both genders with a high degree of intellectual development in the humanities and sciences. It promotes advanced study in conventional professional fields. Additionally, it refers to a gathering of people doing research and study. (Alemu, 2018). Additionally, tertiary learning and training activities in highly specialized fields like science, engineering, language, and agriculture are included in higher education.

Similar studies about learning strategies were conducted (López, 2011; Gani et al., 2015; Shi, 2017) based on the theory of learning strategy proposed by O'Malley & Chamot (1990). However, there is a significant difference between the previous studies and this one. Lopez focused solely on the learning methodologies used to increase their competency in speaking ability by Gani et al., (2015) who investigated senior high school students who have different characteristics from university students, since they are not enrolled in any specific classes, but this study recruited university students who were enrolled in a public speaking course. Another study by Shi (2017) discussed various experts' theory learning strategies and how pupils are successful when employing these strategies.

This research displays significant contributions both practically and theoretically. Practically, the outcome is valuable for identifying and analyzing the learning strategies that promote students' mastery of the English language to improve their speaking ability. Teachers would know specific learning strategies that help learners to learn better and easier. Additionally, Teachers would be able to create certain instructional activities that accommodate effective learning strategies. Theoretically, this study can be used as one of the references for studying the learning approach that facilitates students' mastery of the spoken language. Therefore, it is essential to investigate the kinds of learning strategy that is used by three types of learners (high, medium, and low average score student) in improving their speaking competencies.

Method

This study used descriptive qualitative research methods. It signifies that the data are in text format and are ready for analysis (questionnaire and in-depth interview). The student's ability and learning strategies in a public speaking course are the main subjects of this study. The student's ability is based on the range score of English Department students, ranging from 0-100. The score range for an A grade is from 80 to 100. The Average Score is a B, with a range of 64 to 71. The low Score is BC, which runs between 56 and 63. The researcher determined that BC had the lowest grade in the class, with a score of 60, based on student transcripts. The researcher then discovered that three students received B grades, two of whom scored 71 and one of whom scored 69.4 points. Because 69.4 fell between scores of 71 and 64, the researcher opted to use it as the average score for this study. The researcher also discovered that five students received an A in

this course, as evidenced by their transcripts. However, the researcher chose only the Highest Scores from the class to be the focus of this study, which totals 82.8%. Three students with grades A, B, and C were interviewed to collect the research data. The information was made up of each student's replies to questions about their favorite methods of public speaking instruction. In this study, the measuring of the questionnaire is based on Likert scale responses ranging from "strongly agree" to "strongly disagree" to "always," "sometimes," and "never" (Dörnyei & Ryan, 2018). An additional interview was carried out to verify the questionnaire results.

Finding and Discussion

The researcher describes the results of the learning strategy in this part. The outcomes show the methods of learning that each student at each level used. There are students with high scores, students with average scores, and students with low scores. The scores are taken from the score transcript for public speaking, and three students are selected based on their performance. It has been demonstrated that these individuals apply learning strategies when learning public speaking. These are metacognitive, cognitive, and socio-affective strategies. Each strategy is made up of several distinct strategies. Therefore, by examining these detailed strategies and referring to the questionnaire, it is possible to identify the strategies utilized by each student.

Table 1. Students' Learning Strategies

Learning Strategies	NO	Specific Strategies	HAS			AS			LAS		
			A	S	N	A	S	N	A	S	N
Metacognitive	1	Planning I		x		x				x	
		Planning II			x		x			x	
	2	Selective Attention I			x	x			x		
		Selective Attention II			x	x				x	
		Selective Attention III		x		x					x
	3	Monitoring			x		x			x	
	4	Evaluation		x			X			x	
		Total (44,44%)									
Cognitive	1	Resourcing			x		x			x	
	2	Grouping		x			x			x	
	3	Deducing			x	x					x

Learning Strategies	NO	Specific Strategies	HAS			AS			LAS		
			A	S	N	A	S	N	A	S	N
	1										
	4	Transfer Knowledge			x			x			x
	5	Imagery			x		x				x
	6	Elaboration		x			x		x		
	7	Repetition and Auditory Representation	x			x				x	
	8	Summarizing	x			x			x		
	9	Translation			x	x			x		
	10	Note Taking		x			x			x	
		Total (%17,77)									
Socio-Affective	1	Asking For Clarification I			x		x			x	
		Asking For Clarification II			x		x				x
		Asking For Clarification III			x		x				x
	2	Cooperation I		x			x				x
		Cooperation II		x			x				x
	3	Empathizing		x			x				x
		Total (44,44%)									

Notes:

A: Always

S: Sometimes

N: Never

X: Student uses the strategy

1

HAS: High Average Score Student

AS: Average Score Student

LAS: Low Average Score Student

Table 1. explains the percentage of students' responses to the kinds of learning strategy questionnaires. High Average Score Student applies all major learning strategies from O'Malley & Chamot (1990). Furthermore, this Participant openly employs several specific strategies. In the Metacognitive strategy, planning, selective attention, and evaluation are implemented. High Average Score Student also employs grouping, transfer, elaboration, repetition, auditory representation, summarizing, and note-taking as cognitive strategies. In addition, High Average Score Student employs a socio-affective strategy during the public speaking learning process, including cooperation and empathizing.

Average Score Student uses planning, selective attention, monitoring, and evaluation. Aside from the metacognitive strategy, the cognitive strategy is also used by Average Score Students to improve their performance. For cognitive strategy, the used strategies include resourcing, grouping, deducing, imagery, elaboration, repetition, summarizing, translation, and note-taking. Repetition, summarizing, and translation are put into practice to their best extent by the Average Score Student. The socio-Affective strategy is the last strategy that is used by the Average Score Student. All of the specific strategies are used, but not to their fullest extent. These strategies are cooperation, asking for clarification, and empathizing.

Based on the questionnaire, similar to two previous Participants, the Low Average Score Student also uses all of the proposed learning strategies, which consist of metacognitive, cognitive, and socio-affective. Not much different from previous Participants, Low Average Score Student utilizes several specific strategies for each major strategy. A cognitive strategy is used by a Low Average Score Student, specifically, these strategies, resourcing, grouping, elaboration, repetition, summarizing, translation, and note-taking. The socio-affective strategy consists of several specific strategies that are implemented by Low Average Score Students. Asking for clarification is moderately used by Low Average Score Students. This includes questioning their friends about any information. Aside from questioning their friends, group discussion is also done by a Low Average Score Student. This is included in cooperation. During the debate, helping friends in need is done, which is considered empathizing.

Each student employs each method in a manner that is both similar and distinct. This is evident in their responses to the questionnaire. By referring to the questionnaire list, it would be possible for the student to identify employed learning methodologies. Moreover, each student utilizes each method at varying rates, which vary from student to student. This disparity in strategy utilization likely contributes to the various performance of students. The table indicates that the students with medium and low scores employed more strategies than the student with the highest score. It is demonstrated that the student with the highest score employed a total of eleven methods, including three metacognitive strategies, six cognitive strategies, and two socio-affective strategies. The average student employs a total of 18 strategies, including four metacognitive strategies, nine cognitive strategies, and three socio-affective strategies. Low-scoring students are revealed to employ 14 strategies, including four metacognitive strategies, seven cognitive strategies, and three socio-affective strategies.

This study shows the usage percentages of each strategy based on the calculations. This study also offers a diagram that illustrates the percentages themselves. The diagram is displayed below.

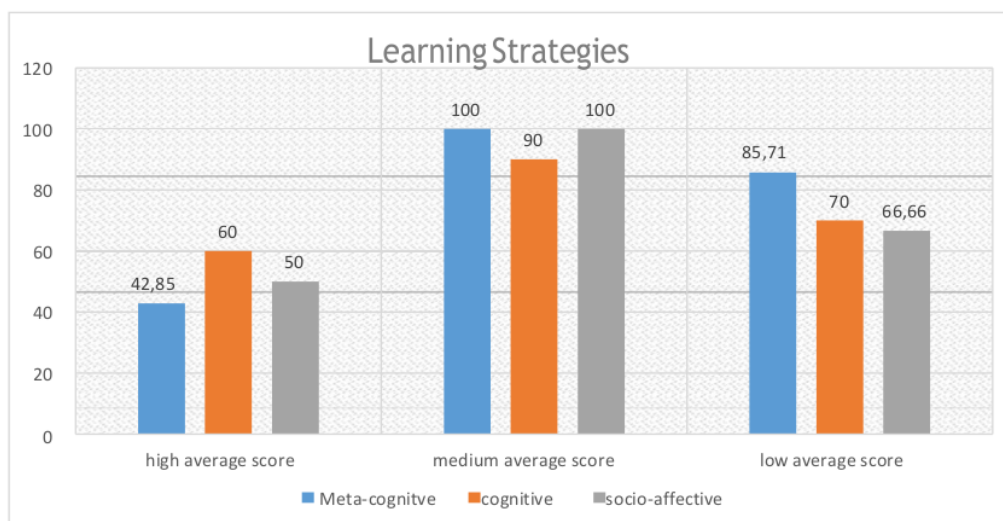


Fig 1: Usage Percentage of Learning Strategy

The diagram displayed the percentage of each approach utilized by each student. The student with the highest score utilized 42.85% of metacognitive methods, 60% of cognitive strategies, and 50% of socio-affective strategies. The average student utilized all metacognitive techniques, 90 percent of cognitive strategies, and all socio-affective strategies. The student with a low-average score utilized 85.71 percent of metacognitive techniques, 70 percent of cognitive strategies, and 66.66 percent of socio-affective strategies.

After conducting the analysis, it is apparent that each student employs each of the primary strategies described by O'Malley & Chamot (1990). However, a student with a score between average and below average is more likely to employ this learning technique than a student with a score above average. High-Average Score Student Rarely Employs All of These Learning Strategies A student with a high-average score has grasped the English language. Additionally, the High-Average Student employs cognitive methods daily. High Average Score Student consistently spends at least 20 to 30 minutes each day observing video speeches on YouTube or Instagram, whereas low-scored and average-scored students tend to use the strategies only before class and simply stop using them after class has ended. This brief duration of usage deters them from increasing their English skills, despite employing more strategies than the student with the highest score. The researcher discovered that a student with a high average score might master English proficiently due to their consistency and frequency in employing cognitive techniques.

Concerning efficiency, it has been observed that students with a low level of comprehension use a variety of learning strategies, which have been demonstrated to be utilized at a higher rate than students with a good extent of knowledge. It is demonstrated to be caused by the level of

language comprehension, which relies on existing information to help new learning. Due to their inadequate language comprehension, low-level students may have difficulties. In addition, it is consistent with the findings of Hashim et al. (2018) that the respondents use all types of language learning strategies as described by O'Malley & Chamot (1990) and other researchers. Although different language learners prefer different language learning strategies, there are a few strategies that are preferred by proficient language learners. Each participant utilizes all three categories of language learning strategies: cognitive, metacognitive, and socio-effective. They utilize distinct kinds of language learning procedures for the various talents they wish to gain and improve. The respondents are fluent language users, therefore they are aware of the strategies they prefer to use to accommodate their particular learning preferences.

The use of learning strategies by each student is further emphasized in the interview where several questions were asked regarding the utilization of each strategy. In the Metacognitive strategy, planning, selective attention, and evaluation are implemented. Before attending class, the high-average score student utilizes a planning technique to prepare and investigate the subject. A high-average score student also employs a selective attention method in addition to planning. This method involves selecting specific information fast and precisely, such as searching for a certain word in a dictionary. Evaluation is also used to assess the student's performance in the public speaking course. A high average score student also employs grouping, transfer, elaboration, repetition, auditory representation, summarizing, and note-taking as cognitive strategies. By categorizing each word or concept, grouping is applied. It is performed to enhance their comprehension of the respective disciplines. The transfer is utilized to implement prior knowledge to complete the assigned duties. To elaborate, a high average score student connects new information about the contents of public speaking to prior information. Additionally, a high average score Student repeats the newly acquired vocabulary to retain it more effectively. This is included in both the repetition and auditory representation categories. In addition, they record any new vocabulary in a short but clear note. This is part of summarizing and taking notes. A high average score Student employs a socio-affective strategy during the public speaking learning process. A high-average score student specifically uses cooperation when studying in a group for the public speaking course. A high-average score student did not hesitate to seek their classmates for help if they were confused by the content. A high-average score student not only asks the question but also assists their classmates, which can be stressed emphatically.

The average-score Student uses planning, selective attention, monitoring, and evaluation. Planning is used by preparing and studying the materials before the class. For selective attention, Average Score Student uses it to search and pinpoint parts that are considered critical, such as the main idea of a selected topic. Average Score Student also chooses to attend specific classes and

ignore unrelated ones. A monitoring strategy is used by the Average Score Student to evaluate the effect and performance. For cognitive strategy, the used strategies include resourcing, grouping, deducing, imagery, elaboration, repetition, summarizing, translation, and note-taking. Resourcing is using all kinds of sources related to the corresponding topic, such as dictionaries, encyclopedias, or textbooks. Average Score Student also seemingly classifies words and concepts to increase their understanding of the materials. This is included in a grouping strategy. Applying rules and patterns concerning the attended class is heavily implemented by the Average Score Student, which is included in deducing. Strategy imagery is used by the Average Score Student. This strategy prompts them to use an image or comparable objects to ease them in memorizing the materials explained in the class later. Related to using images, Average Score Student links those fresh and recent relatable materials, such as an image or other sources, with their prior knowledge to boost their understanding of the said topics. Repetition, summarizing, and translation are put into practice to their best extent by the Average Score Student. Repetition is done by, as its name suggested, repeating freshly-heard words. Summarizing is done by compiling those words into a small yet compact summary. Furthermore, any information that is in foreign languages is translated to comprehend it better. It is included in the translation. Also, preceding the process of repeating and compiling those new words into a summary, the Average Score Student writes each story down in a note. This is included in note-taking. The socio-Affective strategy is the last strategy that is used by an Average Score Student. All of the specific strategies are used, but not to their fullest extent. These strategies are cooperation, asking for clarification, and empathizing. Average Score Student is proven to learn and discuss in a group during the class session, which can be included in cooperation. During the discussion process, Average Score Student asks their friends about any new knowledge. This is included in asking for clarification. Besides asking for clarification from their friends, Average Score Student also provides help to their friends if they stumbled onto problems, which is included in empathizing.

Low Average Score Student also uses all of the proposed learning strategies, which consist of metacognitive, cognitive, and socio-affective. In metacognitive, based on the questionnaire, Low Average Score Student occasionally uses planning to prepare and formulate any necessary materials before entering the class. The selective attention strategy is heavily used by a Low Average Score Student to choose and select any necessary yet related materials. Monitoring and evaluation are also used in the way of tracking and assessing their performances. A cognitive strategy is used by a Low Average Score Student, specifically, these strategies, resourcing, grouping, elaboration, repetition, summarizing, translation, and note-taking. Low Average Score Student uses dictionaries, encyclopedias, or textbooks to help them in public speaking class. This is included in resourcing. Low Average Score Student also classifies any new words, terms, or

subjects related to the materials learned during the class, which are included in the grouping. As for elaboration, the Low Average Score Student links all of the prior knowledge and public speaking material with the new ones. After linking all the bits of knowledge, the Low Average Score Student repeats the latest knowledge, such as vocabulary. This is included in the repetition.

Summarizing strategy is used at a significantly higher rate by a Low Average Score Student. They use this strategy by constructing a small summary based on the collected notes. To aid in the summary construction process, the Low Average Score Student uses a translation strategy. This is used by translating any necessary materials from English to Indonesian. Before translating and summarizing the essential materials, the Low Average Score Student writes down small notes containing new information, such as vocabulary. The socio-affective strategy consists of several specific strategies that are implemented by a Low Average Score Student. Asking for clarification is moderately used by the Low Average Score Student. This includes questioning their friends about any information. Aside from questioning their friends, group discussion is also done by the Low Average Score Student. This is included in cooperation. During the debate, helping friends in need is done, which is considered empathizing.

Based on the findings and discussion, it is possible to infer that ²the learning strategies provided by O'Malley & Chamot (1990) are useful for improving public speaking skills in English. The results showed that high-scoring students used ¹cognitive strategies to support their speaking proficiency and regularly ¹viewed and streamed English-speaking videos to improve their comprehension of the language. ¹Cognitive strategies include repetition, auditory representation, translation, and keyword methods. A student with a high average score utilized the strategies well before and after class began, indicating that they utilized these strategies at home or outside of the classroom. However, the difference between students with the maximum results and those with lower scores is the consistency and frequency with which they use these strategies, particularly cognitive strategies.

There is a study conducted by López (2011) discovered comparable outcomes to this study, namely that students with advanced English comprehension employ fewer learning strategies, but in a more polished manner. According to the findings of López (2011), novices are found to apply all five strategies, albeit in different ways than intermediate and advanced students. This is understandable, as beginning language learners have only recently begun their studies. Students at the intermediate level of competence reported the greatest variety of ways, which can be explained by the fact that they are acquiring more language and applying more structures in their regular lessons. Advanced students reported employing more intricate strategies than those in the other two groups. They are in the last stages of their degree programs and use strategies such as requesting repeat and explanations. Beginning and intermediate students rely on their teachers,

peers, and dictionaries when speaking English. These preliminary results were encouraging since they revealed that students spontaneously utilized strategies without prior instruction.

By looking at the results, it can also be seen that several differences differ this study from some previous studies, one of which is conducted by Gani et al. (2015) who discovered that high-performance students employed more learning strategies consciously and appropriately compared to the low performing students, but turned out that in this study, the one that utilized most learning strategies is the Medium Average Score Student, followed by the Low Average Score Student. This difference proves that not all high-performance students utilized more strategies and presumably because proficient learners are more likely to employ strategies that are appropriate for particular settings, tasks, or needs (Chamot & Kupper, 1989). The more successful students employed strategies in ways that enabled them to successfully accomplish the assignment, including more correctly, more frequently, and more diversely. Successful language learners adopt learning techniques that are more adaptable and relevant. Therefore, it is safe to conclude that more strategy does not mean higher performance.

In the study conducted by Fitasari et al. (2019), high-scoring students utilized Speaking Learning Strategies (P=83.8%) more often than average-scoring students (P=79.8%). Moreover, students with average scores utilized SLS more frequently than students with low scores (P=67.5%). These data revealed that those with a high degree of achievement adopted a more aggressive strategy than other students. It was backed by Green & Oxford (1995), who hypothesized that students with a higher level of English proficiency will apply broader techniques. In addition, Griffiths (2003) demonstrated that the more learners utilized all ways, the more they improved their language skills. Consequently, the high achievers exercised the tactics more frequently than the low achievers.

Therefore, by looking at the previous explanations regarding the previous studies and this research, it is safe to conclude that there are several possibilities in terms of learning strategies implementation where the said strategies might be implemented in different ways. In this research, learning strategies are employed more by the low-average and average-score students. This research also shows that the high-average score student applies fewer strategies but in a refined manner where they accurately and effectively utilized strategies suitable for their learning style. This proves that learning strategies might not have any correlation with the English comprehension of an individual and it can be concluded that students might need to be effective in terms of learning strategies implementation to increase their capability in learning a new language.

Conclusion

Considering the results and discussion, Students with a high average score utilize cognitive strategies to support their public speaking competence the most frequently. The two learning strategies employed by students with an Average Score are Metacognitive Strategies and Socio-affective Strategies. In addition, the student with a low-average average score employs metacognitive methods. The consistency and frequency with which a student employs the Learning Strategies distinguish students with a High Average Score, an Average Score, and a Low Average Score. In this study, the Highest Scorers were more likely to employ cognitive strategies to support their mastery of public speaking, and the High Average Scorers used these strategies as part of their daily routines, as opposed to the Average Scorers and Low Average Scorers, who only used these strategies at specified moments, such as in class or just before entering class. Since they do not use these strategies in daily life, students with average scores and students with low average scores perform equally well in public speaking lessons. The learning strategies merely aid in their comprehension of the materials and have no bearing on their English comprehension. Since students in a public speaking class are required to speak, a huge vocabulary and in-depth knowledge of technical subjects, such as syntax, are unquestionably required. It was determined that this circumstance was related to the extent to which students applied the strategies; however, these strategies do not have a substantial impact on the student's performance due to differences in English comprehension.

This research completion comes along with limitations, which can be considered a weakness of this research. By looking at the participants, it can be seen that this research only focuses on three participants, which can be considered a relatively small number of participants in discovering the learning strategies used by students in public speaking. Furthermore, this research also did not cover participants' results after implementing the learning strategy. Therefore, further researchers are suggested to conduct similar topics as this research explores additional reasons for using learning strategies since further research might show different and richer results. For the readers interested in English, specifically public speaking, it is suggested to dig more about it to obtain a deeper understanding of public speaking, such as the suitable strategy to use in learning public speaking or how to overcome incoming problems that might be faced when learning it.

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