

INVESTIGATING STUDENTS' LANGUAGE LEARNING STRATEGIES DURING ONLINE LEARNING: HOW THEY DEAL WITH SPEAKING ABILITY

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Abstract: The pandemic situation shifted the learning process from offline to online. It challenges the students in English learning, especially in learning their speaking ability. However, the students manipulated the strategies by utilizing online platforms or mobile phone applications accordingly to their learning experience. This study investigates students' language learning strategies and how the strategy is applied in learning speaking ability. The case study was carried out in a senior high school. The respondents 64 were chosen purposively to be involved in this study. The instruments of data collection were conducted by questionnaire and interview under Strategy Inventory for Language Learning (SILL). The results showed that 63 (95%) of students used metacognitive strategies in the form of centering learning process, arranging, and planning learning strategies. Moreover, 61 or 91% of students applied practicing, receiving, and sending messages of group cognitive strategies to motivate them to practice their speaking ability during online learning. Furthermore, less than 80% applied social, memory, affective, and compensation. It recommended that the teacher be a facilitator by providing a good stimulus for the students to motivate themselves to be self-regulated.

Keywords: language learning strategies, online learning, speaking ability, strategy inventory for language learning (SILL)

INTRODUCTION

Education in Indonesia recently is the condition impact of Covid-19, where all of the learning activities should be closed. This case related to government regulations in *Kepulauan Riau* provinces, number: *B/421/194/DISDIK/2020*, about the implementation of distance learning and assessments, which include teaching and learning activities in the classroom at *SMA/SMK/SLB* for a while still being continue at home through e-learning platforms bases to the existing condition and situations. It meant that all learning processes are continued through online learning, including teaching and learning English. However, the effect of the Corona virus (Covid-19) presents many online platforms or a mobile application that allows for students to continue their English learning process from home and requires students' learning strategy to stay actively involved in the online learning. The social networking capable accommodate feedback interactions between teachers and students in language learning skills during the pandemic time (Cakrawati, 2017).

In the past, students are guided practice speaking with simple phrases and progress to more complex ones in face to face. Here, English practice seems challenging to learn in online learning because students must indirectly practice speaking without face to face. Students should describe the procedure and demonstrate an informal process presentation as one of the learning outcomes to support the learning goal. To communicate virtually during the learning outcomes, teachers and students use online platforms (Jena, 2019). Besides, online learning is not only about the use of platforms or learning media services from face-to-face to online learning, but there are changes in the profile and learning environment of online learners learning. The earlier studied by Yaniafari (2021) found that learning speaking by online learning decreased level of anxiety and more confidence to speak English than face to face learning.

In the line similar conducted (Baron, 2020) discovered that studying English online have numerous elements such as pace,

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student-teacher ratio, online instructor role, online student role, online communication, and feedback. Those factors should be considered in the spread of delivering material and interaction among teachers and students through internet access by utilizing specific technological devices such as media, video conferences, or virtual meeting applications. The availability of technology applications such as watching movies, hello talk, Duolingo, and many others can help students learn their speaking skills; pronunciation, grammar, vocabulary, and fluency. It meant that the applications used by students are capable of taking an active role in creating, integrating, and generalizing knowledge of language learning, especially speaking ability (Adedoyin & Soykan, 2020).

Speaking ability is applied with various ways to make the communication understandable and becoming the main problem dealt by the students in English learning. Venkateswara & John (2021) stated that there are many things that can be done by students to make the speaking ability understandable; (1) Pronunciation: the way for students to produce language when they are speaking. (2) Grammar: the students arrange correct sentences in conversation both oral and written. (3) Vocabulary: the knowledge of words meaning. (4) Fluency: the ability to speak communicatively, confident, and accurate. (5) Comprehension: an ability to acknowledge, process stretches of discourse, and representation of the sentences meaning.

Understanding the strategy used in learning speaking is crucial for the students in making a plans or preparations for learning to speak English outside. Learning language skills during online learning have space and guidance to discuss and consult in engaging speaking skills. Students still have difficulties understanding English learning, such as; hardly speaking and hardly understanding what the speaker says. The finding was conducted by Liansari (2019) who discovered that the most effective English learning strategies in terms of speaking ability

are direct and indirect strategies, as determined by a SILL (strategy inventory for language learning).

The appropriate language learning strategies used is essential to reduce their speaking problem in online learning. Earlier study conducted by Kuama and Intharaksa (2016) found that the use of two techniques, cognitive and metacognitive, might help students solve their challenges, with cognitive methods allowing students to understand and expound on what the speaker is saying by practicing and receiving feedback. Meanwhile, metacognitive capability makes students control learning English, such as monitoring one error and self-evaluating the learning process. Therefore, the selection of appropriate strategies can be applied in English learning as a technique that provides influence on the language learning process. Another study by Alfian (2021) found that using six language learning strategies such as memory, metacognitive, compensation, the cognitive, affective and social strategy makes students obtain new vocabularies, provide good pronunciation, and speak fluently. Thus, it can be assumed that getting an excellent speaking quality must be done by practicing and appropriate learning language strategies used both in and outside the classroom.

The presence of language learning strategies used is not a novelty concept in the context of developing language ability. However, the unexpected overview of online learning during the pandemic situation uses a strategy to overcome and motivate students' learning environment is new knowledge in footing of its implementation. Regarding on distinguish the earlier research and the present research is in the form of language learning strategy used, where the research analyzes the initial findings display that the successful students in English learning strategies to learn speaking ability during traditionally class and online learning will be different strategies use. In the online learning, the students will be applied relevant technology to support their language learning strategies in learning language. Students' strategies to improve their speaking talents are extremely important, whether they are used in

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or outside of the classroom setting. It meant that language learning strategies during face-to-face learning provides experience information and different knowledge to the students in English learning and overcome the limitation in practicing speaking ability during online learning.

Based on the above phenomenon research, the researcher offers a new idea about the use of language learning strategies changes that occur in the offline to online learning and how the students will use the strategy to develop their learning speaking ability in the pandemic situation. In other words, the novelty in this study is the availability of online platforms or social networking during online learning; it is easier for students to implement language learning strategies and is more efficient in using them around in learning speaking ability. In particular, the background of language learning strategies used by students, this result presents following two research questions;

1. What language learning strategy is used by students to learn speaking ability during online learning?
2. How do students apply the language learning strategies to learn speaking ability during online learning?

LITERATURE REVIEW

Speaking ability

The ways of students in learning strategies are potentially actions to learn a first language or second language. These strategies are enabling students to develop their speaking skill by using various techniques. It indicates that students employ learning strategies in order to improve their language acquisition. The approach or storage that a student could engage in gaining knowledge is referred to as a learning strategy (Griffiths & Parr, 2001). Students can utilize two language learning strategies to improve their speaking ability: direct strategy and indirect approach (Alias et al., 2012). These categories are divided into six strategies: memory, cognitive, compensation, metacognitive, affective, and social strategy.

The majority of learners have been affected by language-learning strategies to overcome their difficulties in learning English as a foreign language. The Investigated language learning strategies used by Ghufon (2017) proved those language learning strategies, including cognitive strategy and social strategy, are helpful and valuable for students learning English as a foreign language and assist them in obtaining successful outcomes in enhancing their speaking ability. The finding is similar to Prabawa (2016) Who suggested that three methods, such as cognitive, metacognitive, and compensatory strategies, can be employed to influence speaking ability. Students who want to improve their speaking abilities should employ strategy.

The use of cognitive strategies in English learning could provide a positive influence on students' speaking ability such as receiving messages, practicing, analyzing, and reasoning for input and output learning (Kummin et al., 2020). This study was also similar in finding by (Wael et al., 2018) noted that the cognitive strategy was the most frequently used in improving students speaking skills such as pronunciation, and vocabulary. It meant that students choose strategies as a way to gain new knowledge in overcoming speaking limitations or reducing anxiety. In addition, the finding of Jihad was supported by (Lirefeansari, 2016) stated that students to be active in paying attention to language tasks, focusing on listening to the target language, self-monitoring, and seeking practice opportunities when using direct and indirect strategies in learning speaking ability.

Language learning strategies

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The classification of language learning strategies

Many types of the research have classified Language learning strategies into several types' categories direct strategies and indirect strategies. First, Rubin (1987) said that two main learning strategy categories for language knowledge limitation which were communication and social strategies. Learning strategies are the strategies directly contribute by students in developing language systems. Communication strategies are participating students in conversation to obtain different meanings of the speaker or improve speaking problems. Social strategies refer to participating in activities indirectly practicing student knowledge of the target language, leading to the storage and practice of language knowledge.

A similar convinces by Chamot and Kupper (1989) stated three types of language learning strategies; metacognitive, cognitive, and socio-affective strategies. Metacognitive strategies: strategies and executive function need to require planning for learning, thinking about the ongoing learning process, monitoring the production, understanding personnel, and evaluating learning after activities. Cognitive strategies are specific techniques used in English learning material such as word grouping, note-taking, deducting, elaboration learning, transfer knowledge, and reasoning. Social effective strategies are the effective social use related to social media activities and dealing with other people. However, language learning strategies are splitting into six groups (Oxford, 1990); memory, cognitive, compensatory, metacognitive, affective, and social strategy.

Memory strategies are a term of strategies, and executive function needs to require new information. Cognitive is refer to specific learning technique to produce language meant, which are limited and involved more direct manipulation of the language learning in different ways. Compensation strategies are used to solve knowledge passages, bridge interaction in the target language, or enhance their strategic competency. Metacognitive strategy refers to regulate learning and helping learners control

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learning problems in language processing and communicating performance. Affective strategy is associated with the learning behavior characteristic, focus on motivation or self-confidence in speaking. Social strategy interacts with communication developed for the target language or understanding the language meaning directly with a native speaker.

METHOD

Research design

This study employs a descriptive qualitative method with a case study approach to explore and understand the meaning of individual or group problems. Meanwhile, the case study is a qualitative design or research strategy in which the research carefully investigates the process, activities of an individual or group (Creswell, 2014). The case study used is to collect the data information on various data collection procedures over a sustained period to discover what a phenomenon means from the participants' perspective regarding language learning strategies and put them into practice in online systems. In other words, qualitative design with the case study discovers specific strategies that students widely use to learn their speaking English skills, obtain new knowledge, and obtain a deeper understanding of the use of language learning strategies during online learning based on various data collection procedures at predetermined times.

Participants

The study was conducted at a public Senior High School in Indonesia. The study participants were secondary students of science class. The research also found that all the participants reached minimum criteria of English learning mastery (75), and speaking English learning performance is more than 85 averages. The population was 66 participants at the end of the second semester. The sample consists of 64 participants who came from ages range between 16 to 18 years old.

Instruments and Data collections

A set of complete and valid data analyses was collected using three of the instruments; questionnaires, interviews, and documentation. The type of questionnaire used is a closed questionnaire, where the answers choices were provided (Creswell, 2016). The research instruments were created using the proposed Strategy Inventory for Language Learning (SILL) (Oxford, 1990; Amerstorfer, 2018). These consist of 50 items with six dimensions of strategy; memory, cognitive, compensation, metacognitive, affective, and social strategy.

The questionnaire was performed by Likert scale with a range scale from never, rarely, sometimes, usually, and always. This point scale is to describe how often students use language-learning strategies to learn speaking ability during online learning. Online interview was applied with seven students who represent high, middle, and low speaking skills to engage the information in more detail. Finally, data collection with documentation was taking photos of students' activity during online learning to learn speaking ability, which included those watching English TV shows, English learning better on YouTube, English learning on podcast, and seeking English references by Google. The Validity of the instrument is using expert judgment and triangulation data approach. It is determining whether the findings are accurate from the researcher's standpoint, the participant, or the readers of an account (Creswell, 2014:259).

Data analysis

Data analysis method is processing of data obtained by using formulas or by existing rules in accordance with the research approach. Three main steps can do data analysis: data reduction, data display, and data report analysis (Davies & Mueller, 2020). These stages allow researcher to investigate the language learning strategies that students employ to improve their speaking ability during online learning. The essence of data reduction is merging and informing all forms of data obtained

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into one written document converted according to students' perspective formats.

Data display was described and discussed the impact of language learning strategies to learn English fluency, as well as how they used learning strategies via online platforms in a table of the SILL questionnaire results and interview report. In addition, data display is the categorization of the data based on the subject matter and made into a matrix to make easier for the researcher to understand what perceives the patterns of data relations with other data by using table based on the principle and specific classification of language learning strategies. Documentation is reduced into picture scripts. Furthermore, data analysis reported or concluded the form of language learning strategies used by students and which strategy has a low or high frequency to learn speaking ability during online learning.

FINDINGS

The language learning strategies used by students to learn speaking ability during online learning

Memory strategies

In the part of memory strategies questionnaire results showed that only 30 (45%) males and 27 (37%) female the students attempt "usually" used applying images and sounds in memorizing the new English word by learning English on Instagram, Facebook, or writing them on memo books, or handphone notes (see Appendix 1). These strategies are essential for the students to be easy to recognize English new words by online platforms. However, 26 (39%) male and 17 (25%) female integrated involves reviewing well strategies to remember new English words using a pocket dictionary. These findings demonstrated that the students usually remember the new English words by utilizing imagery, representing the sounds, and repeatedly the English new terms of what has read and learned simultaneously by using Facebook, Instagram, pocket dictionary,

or memo books to learn speaking skills during online learning. Similarly, R#3 demonstrates that she applied images and sounds and reviewed well strategies to remember the new words information through English learning diary, Instagram, and Facebook. For example, (“I usually write the new vocabulary in a sentence into Instagram, Twitter, diary, Facebook, and line chat application to remember my vocabularies and pronunciation every time.”). Through this mind, the students were to be motivated and interested to learn speaking skills (e.g., vocabulary, fluency, pronunciation, and accuracy) by memorizing English words through pictures or Facebook (Akbari et al., 2015; Goodmon et al., 2014).

Extract 1

R#3: “I usually **write the new vocabulary in sentence** likes **diary** and **line chat** application. I also **make notes of information** that I hear or read in English on **Instagram, Facebook** to remember my tongue every time.”

Cognitive strategies

The finding of the questionnaire revealed that 31 (46%) female and 30 (45%) male students depicted “always” used practicing strategies to practice their speaking skills by watching Hollywood movies and English TV shows and repeating in order to know the styles or accent of the language learning (see Appendix 1). Similarly, they also applied to receive and sending messages to learn English of what they have read by reading English books or seeing the new language information from games and diaries to overcome their speaking skills. In other words, these strategies provided the practices of the students to be effective and elaborate their speaking skills during remote learning.

Another report of the interview by R#5 showed that she attempted to integrate her speaking ability through practicing and analyzing the language from movies or films (see Appendix 2), (e.g. “to practice her English conversation what she has heard in English movies or English comedians she should make

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dialogue with friends.”). This shows that watching English movies, English TV shows, and using the English words by practicing and analyzing every word from what they heard bring the students to be productive to understand the language skills and produce the speaking ability (Solak & Cakir, 2015).

Extract 2

R#5: “To remember a new English word I always practice my English conversation by **watching favorite English movies, English comedian, listening to music, download the song lyrics, and connect the sounds of lyrics** by listening the song and making dialogue with my friends.”

Compensation strategies

In this section, the finding shows that only 32 (48%) by females and 29 (43%) of the male students “sometimes” used guessing strategies intelligently to learn the knowledge limitation what the other people said in English by using mime “YES” (see Appendix 1), (e.g., “When I cannot think of during a conversation in English, I use gestures.”). Similarly, R#2 reveals that to understand the fluent speaker, she sometimes used to imagine for several minutes what the speaker said and try to underline the meaning of words (see Appendix 2). In other words, to understand unfamiliar English words and overcome the language skills problems, the students sometimes used the guessing strategies to reduce a limitation of the speaking ability knowledge during online learning.

Extract 3

R#2: “I sometimes use **guess** if I don't understand what the speaker said and try to **imagine by noticing the pronounce of the speakers and underline** what the speaker meant.”

Metacognitive strategies

In controlling language learning processes and improving speaking ability as vocabulary, pronunciation, grammar, and fluency, the students utilize various memory strategies to

motivate themselves in learning English during online learning. The findings showed that 32(48%) males and 31 (47%) of the female students "usually & always" used centering learning process strategies (see Appendix 1) to improve their learning speaking skills by watching the film, YouTube, or podcast and paying attention to the native English speaker what has been they heard or listened. It is similar to the percentage of arranging and planning strategies used where the students try to communicate in English with friends by chatting or calling to learn their speaking ability during pandemic situations. Also, 28 (42%) males and 32 (48%) applied analyzing and reasoning strategies to find out the best ways of English learning words through references on the internet.

The finding was also supported by the interview report R#3 stated that to motivate her in the English learning process, she usually focuses on the expression of the native English speaker. It means to influence and coordinate her language skills and improve speaking practice during online learning. For case, ("I usually overview my English learning process by paying attention the express language of the native speaker on YouTube or podcast and their accent in dialogue.") . In enhancing the English learning process, they were estimating speaking knowledge process by doing planning and controlling the language strategy used (Ghapanchi & Taheryan, 2012). Utilizing online platforms such as movies, TV shows, or YouTube as social media has influenced students' learning speaking ability (Sze, 2006). English learning by paying attention and recognize every utterance in the YouTube, podcast, or movie being learn speaking skills (Nita et al., 2020).

Extract 4

R#3: "I usually **overview my learning process by paying attention** to my friends or my English teacher when explaining the material in English. If I really shouldn't know what the teacher or friends are saying, such as pronunciation, I try to find as many options as possible to improve my speaking abilities, such as watching English

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TV shows on YouTube to improve my English and notice natural English speaker emotion."

Affective strategies

In involving students' language, emotional needs when learning speaking ability showed that 22 (33%) female "Usually" and 23 (34 %) male students "Sometimes" used encourage learning strategies to improve themselves to speak English if they do not know the words meaning. Learning ability and emotional learning can reduce anxiety, worry, or fear of speaking by listening to the radio, listening to English music, or reading English jokes. The interview result by R#1 reported that she obtained the issues such as nervousness or shyness in speaking practice by listening to music or radio. For case, (e.g., "try to relax whenever she feels afraid of using English conversation by listening to the radio or English songs). It provided more positive her to continue her learning speaking practice in the classroom online."). The earlier study by Yüce, (2018) stated that listening to music before starting an English learning class can be a playful way for students to overcome the problems slowing from anxiety about learning a foreign language.

Extract 4

R#1: "When I am nervous about English, I try to relax by **listening to the radio or singing English music**. It gives me more positive to continue my learning speaking during online classroom."

Social strategies

Students use social strategies to interact with other people to obtain the target language and understand the meaning of English words. The resulting finding demonstrated that 28 (42%) male and 22 (33%) female students used asking questions strategies to learn English with other friends or groups. They were usually this strategy when they misunderstood the English words or followed the English learning process during an online class. In addition, 42% male and 33% attempt to be "usually" and

“always” used cooperating with others sub-strategy to practice their English conversation with other students by phone call or text. However, 14 (21%) male and 20 (30%) female students attempt to ask questions for corrections if they had made speaking skills mistakes during an online class.

The other finding is presented by R#6 maintain that to involve the new language skills in speaking ability, she usually SMS or phone call her friend and practice the English words to obtain understanding clearly (e.g., “To understand the new English skills during online class, I usually call my friends or SMS to ask about how the words connected to other words and practice English learning to obtain more understanding what is said.”). La Hanisi et al., (2018) claimed that the individuals who profited from the mobile phone proved to be more effective in speaking skills. Students may control their collaborative learning experiences outside the classroom and better know the social implications of developing speaking skills (Lizzio & Wilson, 2006).

Extract 5

R# 5: “I usually **discussion** with my friend about the mistakes in English **by call and asking questions** to correct the misunderstood being effectiveness and enhance speaking ability like native speakers.

The ways of language learning strategies applied by students to learn speaking ability during online learning

Memory strategies

In retention vocabulary, pronunciation, and grammar, the students consistently remember words in English learning using images and sounds and structure reviewing strategies during online learning. Ground, the data finding of the questionnaires indicated that 55 (82%) of the students “usually and always” implement the strategies through memo books, Instagram, Facebook, or handphone notes to remember new English information when learning speaking skills. In a similar finding report by R#1, she applies memory strategies by listening to the

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English sound of a word into the line chat application, Instagram, or Facebook and writing the new English words using memo books or diary. Sakkir et al, (2021) said that applied media such as Instagram or Facebook enable students to keep practicing language skills speaking, improving pronunciation knowledge, and mastering the vocabulary. Additionally, social media use gives the students access to English information that allows them to practice English abilities, expand their vocabulary, and improve their pronunciation (Guo & Saxton, 2018). Furthermore, applied imagery and verbal sounds could provide a wealth of English content, where students can access it everywhere. It is easy to memorize and enhance her speaking skills anytime or promote a stress-free linguistic environment (Anwas et al., 2020).

Cognitive strategies

In understanding the meaning of language utterance and how the students establishing learning English skills during remote learning, they were always utilizing practicing and receiving and sending messages strategies in the learning process directly by themselves. The questionnaire and interview report explained that 61 (91%) of the students said that they always applied practice strategies by watching English movies, sending messages, and continuously repeat with their friends or themselves like native English speakers what have heard and seen in movies, TV or YouTube to practice their speaking English. In the same way, R#5 and R#6 students attempt to learn speaking ability, they also implemented the strategies by playing games, listen to music, speaking alone, write English sentences in a diary, reading aloud, summarize information on English movies, and imaging native speaker expression. The involves song or diary in language learning have an important influence on the students' pronunciation and learning motivation to enhance their English conversation (Baker et al., 2005; Smith et al., 2013; Syafitri et al., 2018).

Compensation strategies

Based on the result of the questionnaire showed that 61 (91%) of the students “Sometimes” involved guessing intelligent strategies based on incomplete knowledge of the target language and finding the unique words by drawing, listening to music or reading English books, and writing the structure of the word in the table list were guessing the word sounds characteristic. It helps the students obtain meaning from what they have heard or read based on their prior knowledge. Similarly, indication of interview reported by R#1 argued that she sometimes implemented the strategy by making guess or using phrases or synonyms to understand the mistakes of English conversation.

Metacognitive strategy

The students can handle learning time, analyze the mistakes by previewing the learning process and evaluate the strategies to support English learning. The finding demonstrated that most of the students, or 63 (95%), were involved in Film, YouTube, podcasts, and reading English books as much as possible to preview the learning vocabulary or phrases that related to the persuasive natural subject of the speaking learning. In the line similar data by R#3, she consistently implemented the strategies by learning native English expression on Film, YouTube, or podcasts to speak English better and notice the particular importance of language expression (Harianja & Fibriasari, 2019). In addition, student-produced skills by watching YouTube are seen as an innovative learning technique (Mustafa, 2018). The Implemented of listening to English songs on YouTube podcasts can determine with serious regulation to deliver their English knowledge and getting more experience to speaking practice (Safitri & Indriani, 2020; Nurisma& Kusumawati, 2021).

Affective strategy

The students were constantly regulating their emotions and motivating themselves to speak English during the pandemic situation. The finding data of the questionnaires showed 45 (67%)

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of the students said that to have good English speaker despite challenging to hear or understand what native English speaker their always encourage themselves by listening to favorite music, discovery channel or watching national geographic, self-confidence and making positive perseverance to engage effectively in language learning. The interview reports by R#7 stipulated that applied watching discovers channel or favorite English news could overcome the difficulty of speaking English (verbal sound or accent). It motivates students to learn speaking ability despite the possibility of problems learning or making grammar mistakes (Boonkit, 2010).

Social strategy

The interaction of students with other people in the language learning process by asking someone can benefit from learning speaking skills, e.g., vocabulary, grammar, and pronunciation of the words. Ground, 50 (75%) of the students showed that they always applied the strategies by discussing with friends by chatting or calling with using WhatsApp to enhance communication in English and obtain the new language knowledge with more proficient speakers. Similarly, R#5 illustrated that she attends to apply WhatsApp or call a friend to practice with others or discusses by asking questions about the mistakes of speaking problems with proficient speakers. The students make an English-speaking group by using phone calls or text to practice their English learning every time (Mustafa, 2018) stated that social media networking in language learning strategies used has a significant effect on speaking ability.

DISCUSSION

The presence of language learning strategies used is not a novelty for learning language skills. However, the unexpected overview of online learning during the pandemic demonstrated that (>90%) of the students could apply two majorities of language learning strategies, metacognitive and cognitive

strategies, to develop their learning speaking ability. The students believe that this strategy could overcome and motivate their learning environment and as new knowledge experience in footing of its implementation during remote learning. The availability of online platforms or social networking such as movies, YouTube, Facebook, Instagram, diary, and music presented different ways by male and female students in implementing the metacognitive and cognitive strategies during online learning. Ardiasih & Yundayani (2021) argued that online learning is crucial to improving student features in English learning that could make successful learning when the technology is available.

Another finding of the interview, R#6 displays that he attempted to read English books or watch English podcasts to find the best ways to enhance or overview grammar, vocabulary, or structure in his English learning. Another evidence is documented by R#6 stipulated that more efficient in using English podcast to understand what have been studying (see Appendix 3)—producing the language skills by practicing, receiving and sending messages, centering learning, arranging and planning, analyzing and reasoning, and also creating the structure for input and output of language skills. This finding shows that the students applied the strategies by movies, film or TV that could influence them more activities in the highest English learning skills and highest motivation to improve their English speaking skills and looking for new words comments in the language information to other people on media (Hismanoglu, 2000; Oxford, 2013). The utilization of an English movie proved beneficial in increasing the student's speaking talents to a higher level (Parmawati & Inayah, 2019).

In another result shows that 61 (90%) of the students' also used analyzing strategies to help them to transfer language knowledge to other people and establish their English learning during online learning, which implemented by playing games, English diaries, articles, English songs, and finding patterns in

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learning English better. Students need to practice everywhere, and there is no need for previous preparation by using their mobile phones (Baniabdelrahman, 2013). Students' affianced cognition to identify language learning motivation, connecting material with their learning experience, and automated learning e earlier studies (Yundayani et al., 2021). Practicing and receiving strategies could be influenced by utilizing specific technological devices or phone applications such as YouTube, movies, or video conferences (Panigrahi et al., 2018).

The digital media proved influence to the gender of the students in increasing their setting speaking skills, e.g., grammar, vocabulary, and pronunciation (Levy, 2009). In addition, the students also establish their foreign language learning online by discussing with friends and practicing new English words to gap perform better in their language skills (Pichette, 2009). Moreover, students are enthusiastic to accommodate their knowledge by investigating the language first to understand the problems more uncomplicated and requisite the online application to learn speaking more efficiently and capably (Masbirran & Fauzi, 2018). Therefore, group metacognitive strategies are essential for students to understand communication happened and produced directly speaking English like a native speaker. Speaking spontaneously, talking self, learning accurately in English, and understanding the people who have produced speaking skills could enhance pronunciation or vocabulary (Oxford & Baltateanu, 2016). Speaking ability with paying attention, overviewing, and processing speech occurring during online learning by utilizing online platforms are affected students accomplish to be performed and practice their English skills in front of their friends (Wael et al., 2018).

The findings demonstrate that social media networking severely influences communication and could help students enhance their speaking skills (Mustafa, 2018). Therefore, integrated media learning and suitable language strategies into the communication process are part of the students' motivation to

use accelerated language processing in English. Students have learned comprehensive speaking practice through online involvement in podcasts (Sze, 2006; Nurisma & Kusumawati, 2021). The students revealed that they were elaborating their speaking by overviewing, note-taking the mistakes, and rescheduling English speech construction of the speaker utterance by self-evaluation and self-monitoring to continue communication (Karpicke et al., 2009). Students preferred to be judged by themselves or by the teacher rather than by their friends to evaluate their English learning (Handayani & Siti Aisah, 2013). These strategies are essential for students to recover and responsive their English learning to learn speaking ability during online learning.

To have better in establishing speaking English by listening to music and making the joke is better to encourage speaking skills than lost feeling bored, lessen anxiety and build independent learning to learn speaking ability (Borras & Lafayette, 1994; Wijirahayu & Dorand, 2018). The finding shows that 45 (67%) of the students “Usually” and Sometimes” used affective strategies in the types of encouraging themselves to have good English speakers despite challenging to hear or understand what native English speakers said. It was equally crucial for continuing them attitudes or habit to learn speaking skills process. Besides, the interview reports by R#7 “usually” watching discover channel or favorite English news to overcome the difficulty of speaking English verbal sound or accent (see Appendix 3). Moreover, to learn speaking ability, the students should be utilizing learning on the internets, i.e., description plans, seek clarification that might arise, and imagine the expressions on movies (Rodrigues & Vethamani, 2015). This is related to previous research conducted by Raniahthifal, (2018), to speak fluently and overcome the anxiety or fear of communicating, such as taking deep breathing, note-taking, and using music or laugh

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Social strategy refers to the social activities that a student engages in order to understand and study a foreign language (Etxebarria et al., 2012). The finding showed that 50 (75%) of the students claimed that social strategies are beneficial to their English knowledge or proficient speakers in learning speaking ability. This strategy was dominant for female students in obtaining new language information through practicing English with other students by phone call or text, i.e., making English-speaking groups of WhatsApp. However, students gap with the target language by asking someone to obtain the meaning if they do not understand or practice directly with a native speaker or recovering the language skills only 51%. Elaborate speaking skills with other people can affect students' understanding of linguistic knowledge from other people (Oxford, 1990; Chamot, 2005). Cooperating with peers could create various opinions or ideas in English and look for correct answers (Zakaria et al., 2018). It is necessary to sustain the efforts of every student in socializing to learn a foreign language entirely and perfectly without making mistakes in speaking skills (Mehmet, 2016). Therefore, applied social strategies by using a smartphone application positively impact students' speaking abilities. This action intends to exchange ideas in learning language skills and collect information through groups and practice to improve English language skills remote access platforms (Etxebarria et al., 2012).

Memorizing vocabulary per day and learning how to pronounce the word with connected sounds by listening to music, using Facebook or Instagram in speaking ability is effected difference to keep in mind modern vocabularies or expressions when conveying the words (Henríquez et al., 2017). The finding shows that 57 (82%) of students rewrite the modern vocabularies by using memory strategies in the forms applying image and verbal sounds and writing them on memo books, Instagram, Facebook, or handphone notes. Interview report R#1 applied memory strategies by taking pictures or recording the sound of a word into the Line chat application. Besides, she also applied

documented English learning by Facebook, which is affected her to encourage towards improving speaking skills and allowed good reviews as an essential complement without stopping in practicing speaking skills, e.g., representing the sounds and repeating the English new terms of what has been learned simultaneously during online learning. It helps them memorize skills level what has studied while learning English ability (Pratiwi, 2013). Therefore, using imagery and review study ability provides excellent students motivation to understand the weaknesses in learning English and improve their speaking skills without relying on online learning processes. Another evidence is documented R#3 represented her vocabulary learning by watching English TV shows to practice speaking skills during online learning easily.

Furthermore, 61 (91%) of students depicted that "sometimes" used compensation strategies to develop language skills through making guess strategies. One of the students, R#2, performed that she sometimes made guesses to understand the conversation. She involves this strategy when image the component of language use. Meanwhile, 35 (25%) of them tend to use overcoming limitation strategies in using mime or gesture to clarify the definition of the unfamiliar phrase and using synonyms to express the anticipated message if the speaker did not understand the words correctly (Site, 2016). Another evidence documented by R#2 that she uttered throughout the conversation by listening to English song lyrics on Instagram to overcome their lack of understanding about the topic they wish to speak. It beneficial as a guideline for avoiding communication breakdowns during speaking activities (Syafryadin et al., 2020). Moreover, students tended to use a range of compensatory strategies to express their intended meanings to their target audience (Karbalaee & Negin Taji, 2014).

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CONCLUSION

The persistence result of language learning strategies used by students to learn speaking ability demonstrated that have a significant influence and importance to facilitate them in developing speaking skills and overcoming difficulties in speaking during online learning. In investigating, this dignified into four aspects; minimum criteria in English learning mastery, the age ranged, gender, and the speaking skills performance. The benefits of using language learning strategy provide within two arguments which are including practically and empirically. Practically, it draws on language learning strategies could help students accomplish learning effects and encourage their experience in understanding language knowledge of speaking performance through their daily online language learning. Empirically, it illustrates how language learning strategies had exchanged learning process students to be comparable learning outcomes and experience to learn their speaking ability during online learning. In addition, online learning is essential to contribute learning outcomes between teachers and students to achieve the target language during pandemic situations.

The majority of findings revealed that students primarily use metacognitive strategies to learn the language learning process and seeks practice opportunities to enhance speaking ability during online learning. There are two kinds of metacognitive strategies employed by female and male students were centering the learning process and arranging and planning strategies. Both strategies involved paying attention when people speak English on film, YouTube, or podcast, looking for friends to talk to in English by chatting or call, and finding out how to be a better learner of the English word through references on the internet. In other words, the students to be more active in organizing English learning and setting goals for the target language to refine speaking ability. In the cognitive strategies, students' majority used practicing and receiving, and sending messages strategies to act in the highest English learning skills

and highest motivation to improve their English-speaking skills. These strategies were implemented by repeating the speaker naturalistically, such as watching Hollywood movies, English TV shows, or English comedians, looking for new comments in English learning, and receiving and sending what they hear or see of the language information. The available language learning strategies with digital application attempt to always provide higher motivation and confidence to the students to reduce anxiety, hesitate, and learn vocabulary, pronunciation, fluency, grammar, or speaking like a native English speaker during online learning.

Although this result provides extensive strength and persistence several influenced of the contributions to the students speaking skills, it depicted numerous limitations such as students' strategies, inspection, and implementation of the strategy to learn speaking ability. Primarily, this research investigation scope only contained the language learning strategies for speaking ability and those with prior English learning experience during online learning. Therefore, the subsequent researchers are estimated to exploit several viewpoints more in-depth (e.g., ethnography analysis, fieldwork analysis, grounded theory analysis, phenomenology analysis, and narrative analysis). It also suggested providing deeper insights to advance students' knowledge (e.g., policymakers, English teachers, parents, further research, and readers) to know whether participants' language skills have learned during online learning. It is required to inquire about other steps of students' ability while learning strategies, such as evaluating, analyzing, and creating strategies to advance the students' knowledge of the language learning process and learn speaking skills during online learning.

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APPENDIX 1 The results of SILL Questionnaire

No.	Statements	Result									
		Male					Female				
		Never	Rare	Some	Usual	Always	Never	Rare	Some	Usual	Always
Memory strategies											
1	I think of relationships between what I already know and new things I learn in learning speaking ability during online learning	0 (0%)	7 (10,6%)	11 (9,2%)	10 (15%)	4 (6%)	0 (0%)	0 (0%)	26 (39%)	4 (4,3%)	2 (5%)
2	I physically act out new English words during online learning	0 (0%)	0 (0%)	12 (10,0%)	12 (18%)	8 (12%)	1 (1,8%)	1 (1,8%)	24 (36%)	1 (1,8%)	5 (7,57%)
3	I remember a new English word by making immersion	3 (3,2)	2 (5%)	8 (6,7%)	16 (24%)	3 (4%)	0 (0%)	0 (0%)	18 (27%)	11 (9,2%)	3 (4%)
4	I connect the sounds of a new English word with the picture to help me remember the word	0 (0%)	3 (3,2%)	24 (20,0%)	0 (0%)	5 (7,57%)	3 (3,2%)	3 (3,2%)	18 (27%)	4 (4,3%)	4 (6%)
5	I use song lyrics to remember new English words	0 (0%)	2 (5%)	22 (18,3%)	0 (0%)	8 (12%)	3 (3,2%)	3 (3,2%)	16 (24%)	0 (0%)	10 (15%)
6	I write remember new English words by memo Instagram, Facebook or handphone note	1 (0,8)	0 (0%)	1 (0,8%)	0 (0%)	30 (45%)	5 (4,8%)	0 (0%)	12 (18%)	25 (37%)	0 (0%)
7	I use new English words in a sentence so I can remember them	4 (6%)	0 (0%)	8 (6,7%)	20 (30%)	0 (0%)	0 (0%)	0 (0%)	11 (16%)	20 (30%)	1 (1,8%)
8	I use pocket dictionary to remember new English words	0 (0%)	0 (0%)	6 (5,0)	26 (39%)	0 (0%)	0 (0%)	0 (0%)	11 (16%)	17 (25%)	4 (6%)
9	I do a review for my	0	0	28	4	0	4	0	20	4	4

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	English lessons every week	(0%)	(0%)	(23%)	(6%)	(0%)	(6%)	(0%)	(30%)	(6%)	(6%)
Cognitive strategies											
10	I try to talk like native English speakers with my friends, my family, or by myself	0 (0%)	0 (0%)	0 (0%)	21 (31,8%)	11 (16%)	0 (0%)	0 (0%)	5 (7,5%)	20 (30%)	7 (10,6%)
11	I practice the verbal of new English words	0 (0%)	0 (0%)	6 (9%)	14 (21%)	12 (18%)	0 (0%)	0 (0%)	5 (7,5%)	8 (12,0%)	19 (28,78%)
12	I start conversations in English with my friends or in myself	1 (1,5%)	0 (0%)	0 (0%)	26 (39%)	5 (7,5%)	0 (0%)	0 (0%)	2 (3,03%)	28 (42%)	2 (3,03%)
13	I watch Hollywood movies, English TV shows, or English comedian	0 (0%)	0 (0%)	0 (0%)	4 (6,06%)	30 (45%)	0 (0%)	0 (0%)	0 (0%)	1 (1,5%)	31 (46%)
14	I try not to translate English words to words	0 (0%)	0 (0%)	0 (0%)	4 (6,06%)	28 (42%)	0 (0%)	0 (0%)	5 (7,5%)	26 (39%)	1 (1,5%)
15	I make skim when I read English book passage	2 (3,03%)	7 (10,60%)	10 (15%)	3 (4,5%)	10 (15%)	0 (0%)	0 (0%)	0 (0%)	26 (39%)	6 (9,0%)
16	I look for new words in my English learning	0 (0%)	0 (0%)	2 (3%)	15 (22%)	15 (22%)	0 (0%)	0 (0%)	1 (1,5%)	31 (46,96%)	0 (0%)
17	I use the English words I know in different ways like games or diary	0 (0%)	0 (0%)	0 (0%)	2 (3,03%)	30 (45%)	0 (0%)	0 (0%)	2 (3,03%)	0 (0%)	30 (45%)
18	I read for pleasure novel, diary, poem or articles English on the Internet	0 (0%)	4 (6,6%)	7 (10,60%)	15 (22,72%)	6 (9%)	0 (0%)	0 (0%)	1 (1,5%)	4 (6,06%)	27 (40%)
19	I try to find patterns in the English by YouTube or Google	0 (0%)	1 (1,5%)	8 (12,0%)	4 (6,06%)	19 (28,78%)	0 (0%)	0 (0%)	22 (33%)	8 (12,0%)	2 (3,03%)
20	I practice new English words several times with friends or my family at home	0 (0%)	0 (0%)	8 (12,0%)	8 (12,0%)	16 (24%)	0 (0%)	0 (0%)	0 (0%)	8 (12,0%)	24 (36%)
21	I make notes or write messages in English by using WhatsUp, Instagram, or Facebook	0 (0%)	1 (1,5%)	10 (15%)	18 (27%)	3 (4,5%)	0 (0%)	1 (1,5%)	6 (9%)	21 (31,8%)	5 (7,5%)
22	I make highlight when I find new English words	1 (1,5%)	0 (0%)	27 (40,9%)	3 (4,5%)	1 (1,5%)	1 (1,5%)	0 (0%)	7 (10,60%)	21 (31,8%)	3 (4,5%)
23	I make summaries of information that I hear or read in English	0 (0%)	0 (0%)	20 (30%)	10 (15%)	2 (3%)	0 (0%)	0 (0%)	10 (15%)	12 (18%)	10 (15%)
Compensation strategies											
24	When I can't think of during a conversation in English I use gestures	1 (1,5%)	1 (1,5%)	20 (30%)	5 (7,5%)	5 (7,5%)	2 (3%)	10 (15%)	15 (23%)	0 (0%)	5 (7,5%)
25	I read English without looking up every new word	0 (0%)	0 (0%)	11 (16%)	21 (32%)	0 (0%)	0 (0%)	0 (0%)	20 (30%)	12 (18%)	0 (0%)
26	I try to guess what the other people said in English	2 (3,03%)	1 (1,5%)	0 (0%)	29 (43%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	32 (48%)	0 (0%)
27	I make guesses or mime "YES". To understand unfamiliar English words	2 (3,03%)	9 (13,63%)	13 (19,69%)	1 (1,5%)	7 (10%)	0 (0%)	0 (0%)	2 (3,03%)	28 (42%)	2 (3,03%)
28	I create new words if I do not right ones in English	0 (0%)	0 (0%)	15 (22,72%)	17 (25%)	0 (0%)	0 (0%)	0 (0%)	14 (21%)	18 (27%)	0 (0%)
29	I use synonym or phrase if I do not the right words	0 (0%)	0 (0%)	20 (30%)	12 (18%)	0 (0%)	1 (1,5%)	0 (0%)	20 (30%)	10 (15%)	1 (1,5%)

Metacognitive strategies											
30	I pay attention when someone is speaking English on film/youtube/podcast	0 (0%)	0 (0%)	0 (0%)	32 (48%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	31 (47%)	1 (1,5%)
31	I look for opportunities to read English book as much as possible	0 (0%)	0 (0%)	7 (10,60%)	25 (37,88%)	0 (0%)	0 (0%)	0 (0%)	10 (15%)	0 (0%)	22 (33%)
32	I try to find as many ways to use my English	0 (0%)	0 (0%)	0 (0%)	27 (40%)	5 (7,5%)	0 (0%)	0 (0%)	0 (0%)	31 (47%)	1 (1,5%)
33	I try to find out how to be a better learner of English word through references on the internet	0 (0%)	0 (0%)	0 (0%)	28 (42%)	4 (6,06%)	0 (0%)	0 (0%)	0 (0%)	32 (48%)	0 (0%)
34	I plan my schedule so I will have enough time to practice in English	0 (0%)	0 (0%)	0 (0%)	30 (45%)	2 (3,%)	0 (0%)	0 (0%)	0 (0%)	28 (42%)	4 (6,06%)
35	I look for friends to talk with me in English by chatting or call	0 (0%)	0 (0%)	0 (0%)	0 (0%)	32 (48%)	0 (0%)	0 (0%)	0 (0%)	31 (47%)	1 (1,5%)
36	I have motivation to improve my speaking skills.	0 (0%)	0 (0%)	0 (0%)	32 (48%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	31 (47%)	1 (1,5%)
37	I notice my mistake in speaking to help me do better	0 (0%)	0 (0%)	7 (10,60%)	25 (37,88%)	0 (0%)	0 (0%)	0 (0%)	10 (15%)	0 (0%)	22 (33%)
38	I think about my progress in learning English	0 (0%)	0 (0%)	0 (0%)	27 (40%)	5 (7,5%)	0 (0%)	0 (0%)	0 (0%)	31 (47%)	1 (1,5%)
Affective strategies											
39	I try to relax whenever I feel afraid of using English by listening to the radio or English	0 (0%)	3 (4,54%)	8 (12%)	21 (31%)	0 (0%)	0 (0%)	10 (15%)	10 (15%)	1 (1,5%)	11 (16%)
	song										
40	I notice myself if nervous or fear of speaking by listening to English song or laugh	1 (1,5%)	2 (3,03%)	15 (22,72%)	14 (21%)	0 (0%)	2 (3,03%)	0 (0%)	8 (12%)	1 (1,5%)	21 (31%)
41	I encourage myself to speak English if I don't know the words	2 (3,03%)	3 (4,54%)	23 (34%)	4 (6,06%)	0 (0%)	4 (6,06%)	4 (6,06%)	0 (0%)	22 (33%)	2 (3,03%)
42	I reward myself if I do well in English; go shopping or eating something sweet.	2 (3,3%)	2 (3,03%)	16 (24%)	12 (18%)	0 (0%)	4 (6,06%)	0 (0%)	12 (18%)	1 (1,5%)	19 (28,8%)
43	I write down my experience language learning in English dairy	0 (0%)	32 (48%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (3,03%)	0 (0%)	17 (25%)	13 (19,66%)
44	I talk to someone else about how I feel when I am learning English	3 (4,54%)	22 (33%)	7 (10,60%)	0 (0%)	0 (0%)	7 (10%)	9 (13,63%)	6 (7%)	8 (12%)	2 (3,03%)
Social strategies											
		7									
45	If I do not understand something in English, I ask my friends, teacher or other person slow down or say it again	3 (4,54%)	0 (0%)	17 (25,75%)	0 (0%)	12 (18%)	1 (1,5%)	7 (10,60%)	14 (21%)	0 (0%)	10 (15%)
46	I ask my friends, English teacher to correct me when I misunderstand	1 (1,5%)	0 (0%)	31 (46,97%)	0 (0%)	0 (0%)	1 (1,5%)	8 (12%)	16 (24%)	6 (9,09%)	1 (1,5%)
47	I ask my English teacher or friends for help if don't understand their speaking	0 (0%)	5 (7,5%)	21 (31%)	6 (9,0%)	0 (0%)	0 (0%)	1 (1,5%)	22 (33%)	0 (0%)	9 (13,63%)
48	I ask questions in	0	1	17	0	14	2	10	0	0	20

	English during online class	(0%)	(1,5%)	(25%)	(0%)	(21%)	(3,03%)	(15%)	(0%)	(0%)	(30%)
49	I practice my English with other students by phone call or text	4 (6,06%)	0 (0%)	0 (0%)	28 (42%)	0 (0%)	0 (0%)	10 (15%)	0 (0%)	0 (0%)	22 (33%)
50	I try to learn about the culture of English speakers	3 (4,54%)	0 (0%)	17 (25,75%)	4 (6,06%)	8 (12%)	0 (0%)	2 (3,03%)	28 (42%)	2 (3,03%)	0 (0%)

APPENDIX 2

The results of Interview

No.	Questions	The Answers
1	There is some language learning strategies that you apply to increase your speaking ability. How do you apply those strategies during online learning?	<p>R#1. I usually write down my experience language learning in English on Twitter and chatting or ask my friends to correct the words; it inspires me to correct the mistakes. I listen to English songs and practice all that I hear with friends.</p> <p>R#2. I usually join the English club on Facebook and talkative about daily activities or learn phrases with native speakers or my friends to develop my English.</p> <p>R#3. I usually open my English learning again and try to look at the words meaning through Google translate, and overview my English learning process by paying attention to my friends or my English teacher then I combine the meaning of expression; after that, I start to speak English.</p> <p>R#4. I usually summarize information that I hear or read in English movies without subtitles and imaging their expression while speaking. After that I use the English words that I know in different ways, such as playing games, speaking alone, or write in</p>

		<p>a diary.</p> <p>R#5. To remember vocabulary or pronunciation of the words I usually use song lyrics and pocket dictionary or dictionary electronic to see how the meaning and utterance of the words. Then, I connect or write the words of pronunciation by memo books, Instagram, Facebook or handphone, or watch Hollywood movies like marvel and harry potters or English comedian.</p> <p>R#6: I usually use the media like watch movies or listen to music to increase my speaking skills. I usually call my friends or SMS to ask about how the words are worked and connected to other words.</p> <p>R#7. I usually look for new words in my English learning by reading novel, diary, poem or articles English on the Internet for pleasure.</p>
2	<p>Are there any problems when you try to practice speaking skills with your friends or other people? If yes, please explain what they are?</p>	<p>R#1. I sometimes forget to remember information what I have learned of speaking skill like vocabulary If I passive to practice it.</p> <p>R#2. I sometimes felt not confidence to start speaking with my friends or my English teacher</p>

		<p>because I sometimes felt hesitate about my speaking skills.</p> <p>R#3. I am a student sometimes felt nervous or afraid when the turns of speaking come with me. But before I start speaking, I usually push myself, I can do this, I can speak English like my friend I said.</p> <p>R#7. I am not good at grammar or pronunciation when I practice my English speaking with friends to correct me. So confidence yourself and asking questions it's the key to motivate me to increase my English speaking.</p>
3	<p>Is language learning strategies can increase your speaking ability during online learning, If yes, could you give an example of how?</p>	<p>R#1. Yes, it inspires me to correct the grammar mistakes and speaking practice every day.</p> <p>R#4. Yes, the techniques alternatively increase my speaking ability, such pronunciation and grammar.</p> <p>R#5. If course yes, it makes me mastering vocabulary and pronunciation.</p> <p>R#7. Yes. It's aware me to achieve the target language like the native speakers."</p>
4	<p>What are the purposes and the targets that you want to</p>	<p>R#4. I try to master my English</p>

	<p>achieve by using language learning Strategies in English learning?</p>	<p>learning become well and I want to speak English like a native English speaker or go abroad, have many friends with foreign people.</p> <p>R#5. I have a goal for improving my speaking skills like pronunciation, and able to speak fluency.</p> <p>R#7. The most important thing, I did to increase my English speaking skills in order to understand the way to speak and overcoming the problems of grammar and pronunciation.</p>
5	<p>How do you practice your speaking by applying the language learning strategies during online learning?</p>	<p>R#1. In terms to remember practical information of language skill like speaking, I usually invite my friends to practice my English or in myself.</p> <p>R#2. I usually invite my friends to participate in the group of English learning course, so I have friends to practice my speak English.</p> <p>R#4. To practice my speaking skills, I usually listening to music, watching movies, and learning with friends</p> <p>R#5. I usually practice the verbal of new English words of what I hear in the movies like native English speakers with my friends,</p>

		<p>my family, or by myself.</p> <p>R#6. I usually make recording and repeating the sounds of English words like native speakers by myself in the front of the mirror with several times.</p> <p>R#7. I always said great with my friends, or my family for several times, I look for new words in my English learning, read for pleasure novel, diary, poem or articles English on the Internet.</p>
6	Do you believe that LLScan provide solution to solve your obstacles?	<p>R#2. When I did this strategy, I felt something different in myself to speak English with friends, like confidence to ask about English learning.</p> <p>R#3. I always notice myself looking for one of the best topics to discuss and learning to solve problems using English with someone.</p> <p>R#6. The strategies give me to engage in language learning and proving some progress to increase my speaking ability such as grammar mistakes.</p> <p>R#7. If I got problems with grammar or pronunciation I try to ask my friends to correct m. It's the key to motivate me to increase my English speaking</p>

		and give solutions.
7	How often do you apply a language learning strategy to increase your speaking during online learning?	<p>R#1: I usually look for opportunities to learn accurate English as much as possible and talk with myself. If feeling boring at home.</p> <p>R#2. I usually plan to evaluate my mispronunciation and grammar mistakes to have enough time to practice my English conversation.</p> <p>R#3. I sometimes optimistic speeches to progress my speaking by activating exercises like writing down my daily activities on diaries.</p> <p>R#5. I always watch Hollywood movies like marvel and harry potters or English comedian, after that I make discussion with my friend about the story on movies, and I practice the verbal of new English words of what I hear in the movies like native English speakers with my friends, my family, or by myself.</p> <p>R#6. I practice my English words or speaking in several times with friends or my family at home or start practicing</p>

		by reading English with myself. aloud in
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APPENDIX 3

Documentations

English listening and speaking practice/English conversation on YouTube
(Source by R#1)



Listening to English song lyrics on Instagram
(Source by R#2)



Watching Ellen English TV shows
(Source by R#3)



Looking for references on internet Google
(Source R#4)



(Source by R#5)

Watching English Podcast
(Source by R#6)



English speaking practice on Facebook
(Source R#7)

