

**INDIVIDUAL STUDENT STRATEGIES IN SPEAKING
IN ONLINE LEARNING AT MUHAMMADIYAH
UNIVERSITY OF BENGKULU**



THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2022

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**Presented as a Partial Requirement for “Sarjana Degree”
In English Language Education Study Program
Muhammadiyah University of Bengkulu**

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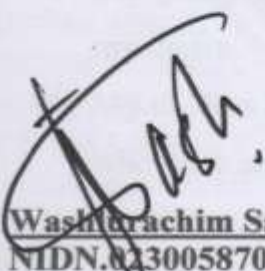
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MOTTO AND DEDICATION

MOTTO

- ❖ *“Karena sesungguhnya sesudah kesulitan itu ada kemudahan. Sesungguhnya sesudah kesulitan itu ada kemudahan.” (QS. Al-Insyirah Ayat : 5-6).*

DEDICATION

- ❖ Praise and gratitude for the grace of Allah SWT, who always gives strength, patience, spaciousness, help from every side of life, ease of all affairs, and remains istiqomah in His way.
- ❖ My great parents, Mom and Dad who have amazingly guided me in and taught the goodness of strength and simplicity in life, prayed every time, and tried to fight for me to pursue a bachelor's degree and be a small part of the gift that I can give to both of you.
- ❖ Thank you very much for my lovely brother and my beloved sister who always advise me and always support me in completing this lecture.

Special thanks to;

Special thanks to;

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- ❖ For all of the English Lectures thank you so much for everything.
- ❖ All members of English Education Program 2017 thank you so much for help and support that you gave me.
- ❖ My Faculty English study program and my green almamater.

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Firstly, the researcher would like to say thank God almighty who has given the researcher chance, healthy, strength, and also knowledge in finishing this thesis by title —Individual Student Strategies in Speaking in Online Learning at Muhammadiyah University of Bengkulu.

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- My parents, my family, and my friends who always support me in learning English. Finally, researcher hope, this thesis can be useful for reader, English Education Program who interested in Individual Student Strategies In Speaking In Online Learning at Muhammadiyah University of Bengkulu.

Bengkulu, 12 April 2022

Fiska Miadewi
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PREFACE

Bismillahirrahmanirrahim

Praise and gratitude the authors say to Allah SWT, who has given health and His gifts to the author and the strength to complete the thesis: Individual Student Strategies in Speaking in Online Learning at Muhammadiyah University of Bengkulu. The completion of this paper cannot be separated from the assistance of various parties who are directly or indirectly related, especially and especially dedicated to both parents. To my mother and my father, who always give love, education, material and prayers that are always prayed to Allah to the author. as well as to the writer's brother and sister who became the supporter for the author in completing this thesis. Then my sincere gratitude for my advisor Fetriani, M.Pd for his ideas, recommendation and guidance to conduct this thesis from the beginning to the end. I realize that this thesis still has many mistakes. Because of that I need for suggestion and critics to make a better one in the future.

Bengkulu, 12 April 2022

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ABSTRACT

Miadewi, Fiska. 2021. Individual Student Strategies in Speaking in Online Learning at Muhammadiyah University of Bengkulu.
Advisor: Fetriani, M.Pd

Keywords : *Individual Students Strategies, Speaking Skills, Online Learning, Learning Strategies*

The objective of this research is to know and describe about what are Individual Students Strategies In Speaking In Online Learning At Muhammadiyah University Of Bengkulu. The researcher design of this research used qualitative method. The instrument The instrument of this research used were: (a) The Analysis Video; (b) questionnaire; and (c) interview. The questionnaire was adapted from Language Learning Speaking Strategies Used By Non-English Department Student's by Dzakirul Anwar (2019). The result of this research, the compensation strategy was a strategy that was widely used by second semester students at Muhammadiyah University of Bengkulu, as many as 17 students. This research is suggested to the students need to practice a lot of speaking learning by practicing speaking with other people.

ABSTRAK

Miadewi, Fiska. 2021. Strategi Individu Mahasiswa dalam Berbicara pada Pembelajaran Daring di Universitas Muhammadiyah Bengkulu. Pembimbing: Fetriani, M.Pd

Kata Kunci : Strategi Individu Mahasiswa, Keterampilan Berbicara, Pembelajaran Daring, Strategi Belajar

Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan strategi individu mahasiswa dalam berbicara pada pembelajaran daring di Universitas Muhammadiyah Bengkulu. Desain penelitian ini menggunakan metode kualitatif. Instrumen yang digunakan dalam penelitian ini adalah: (a) analisis video; (b) kuesioner; dan (c) wawancara. Kuesioner tersebut diadaptasi dari penelitian berjudul —Strategi Berbicara dalam Pembelajaran Bahasa yang Digunakan oleh Mahasiswa Non-Jurusan Bahasa Inggris‖ karya Dzakirul Anwar (2019). Hasil penelitian ini menunjukkan bahwa strategi kompensasi merupakan strategi yang paling banyak digunakan oleh mahasiswa semester dua di Universitas Muhammadiyah Bengkulu, yaitu sebanyak 17 mahasiswa. Penelitian ini menyarankan agar mahasiswa perlu banyak berlatih berbicara dengan berinteraksi bersama orang lain.

LIST OF CONTENTS

COVER	ii
ADVISOR APPROVAL	iii
EXAMINERS' APPROVAL	iv
MOTTO AND DEDICATION	v
SURAT PERNYATAAN KEASLIAN SKRIPSI.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT	ix
PREFACE	x
ABSTRACT	xi
ABSTRAK.....	xii
LIST OF CONTENTS	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Research Question	4
1.3 The Object of the Research	4
1.4 Limitation of the Research	4
1.5 Significant of the Research.....	5
1.6 The definition of Key Terms	5
CHAPTER II LITERATURE REVIEW	7
2.1 Speaking	7
2.1.1 Definition of Speaking	7
2.1.2 Speaking learning strategies	9
2.2 Online Learning.....	11
2.3 Strategies of Online Learning.....	13
2.4 Previous Studies	18
CHAPTER III METHODOLOGY	20
3.1 Research Desain	20
3.2 Subject of the Research	21
3.3 The Instrument	21
3.4 Data Collecting Technique	21
3.5 Data Analysis Technique	22

CHAPTER IV RESULT AND DISCUSSION	23
4.1 Result.....	23
4.1.1 Memory Strategi.....	23
4.1.2 Cognitive Strategy.....	24
4.1.3 Compensation Strategy	26
4.1.4 Metacognitive Strategy.....	27
4.1.5 Affective Strategy.....	29
4.1.6 Social Strategy.....	30
4.2 Discussion.....	32
CHAPTER V CONCLUSION AND SUGGESTION	35
5.1 Conclusion	35
5.2 Suggestion	35
REFERENCES	
APPENDICES	

CHAPTER 1

INTRODUCTION

This chapter discusses about background, research question, the objective of the research, the limitation of the research, the significant of the research, and the definition of the key terms.

1.1 Background

Starting in March 2020, the government implemented a policy requiring learning to be conducted online. This policy emerged as a response to the Covid-19 outbreak, which limited people's ability to carry out daily activities, including teaching and learning, in the usual way. As a result, students were directed to study from their own homes, and the teaching-learning process was shifted to an online format so that education could continue despite the pandemic situation.

Learn to speak English is easy to do if it is face to face so that between lecturers and students can interact directly. But if the learning process is carried out online, of course this requires a special way or strategy so that students are able to understand the material. Learning strategies are steps that students take to improve their learning, strategies are especially important for language learning because they are tools for active and self-directed engagement, which is essential for developing communicative competences (Oxford (1990)).

Among the various skills required to master English, speaking holds a particularly important position. A person who is skilled at speaking, for instance, can travel internationally with greater ease, since English functions as a global lingua franca. Within the curriculum, speaking is regarded as one of the four core language competencies students need to develop. It plays a central role in communication and is essential for students to acquire. Achieving fluency in speaking requires consistent practice so that correct pronunciation gradually becomes a habit. And according to Bailey and Savege (in Fauziati, 2010: 15), —speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Speaking is no doubt the hardest skill to understand. For example, many adult Japanese speakers cannot hear the distinction between /r/ and /l/ sounds in English despite years of school education or immigration to an English speaking country (Takagi, in Alonso, 2011: 2)

To facilitate the process of learning to speak, students can apply a number of strategies, drawing on Oxford's (1990) framework of speaking-learning strategies. This framework consists of six categories: memory strategy, cognitive strategy, metacognitive strategy, compensation strategy, affective strategy, and social strategy

Like any learning method, online learning carries both benefits and drawbacks. On the negative side, it restricts direct interaction between students and teachers, and its effectiveness is often constrained by limited media access and uneven technological infrastructure in certain regions. On

the positive side, however, online learning offers convenience and flexibility, allowing the learning process to take place from any location and at any time, provided that adequate supporting facilities are available. Online programs should be designed in such a way that they are creative, interactive, relevant, and student-centered (Partlow & Gibbs, 2003 in —Online Learning: A Panacea in the Time of COVID-19 Crisis‖ by Shivangi Dhawan). Digital transformation in the context of higher education institutions can be regarded as the summation of all digital processes required to accomplish transformation process that gives higher education institutions the opportunities to positively apply digital technologies optimally (Kopp et al., 2019). —Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, and with any means‖ (Cojocariu et al., 2014). In online learning, students also need strategies to make it easier for them to learn. Hu & Gramling; (2009); Tsai, (2009); Zarisky & Styles, (2000) conclude that Online Language Learning Strategies (OLLS) are the strategies used by the students to understand and control their learning and also to achieve their online learning goals by employing a range of : (a) cognitive; (b) metacognitive; (c) resource management; and (d) affective strategies.

Speaking skills are generally easier to develop through face-to-face interaction, since direct contact allows lecturers to respond immediately when

students make errors. However, the pandemic forced students to study independently from home, meaning the learning process had to shift online. This shift created new challenges for students attempting to develop their speaking ability, making it necessary for them to rely on personal, self-directed strategies to support their progress, particularly in speaking. Students need several individual online learning strategies to help improve their ability, especially in speaking skills. Therefore, I will research about what strategies should be applied by students in learning speaking online. This aims to make it easier for students to learn to speak in the online learning process.

1.2 Research Question

Based on the background above, the problem of the research is —What are individual students' strategies in speaking in online learning at Muhammadiyah University of Bengkulu?‖

1.3 The Objective of the Research

The objective of this research is to know and describe about what are individual students' strategies in speaking in online learning at Muhammadiyah University of Bengkulu.

1.4 Limitation of the Research

This research is limited on the what are individual students' strategies in speaking in online learning in second semester students' at Muhammadiyah University of Bengkulu.

1.5 Significant of the Research

The significant of the Research are :

1. For Speaking Lecturer

This research can give data and information about individual students strategies in speaking skill in online learning in second semester students' at Muhammadiyah University of Bengkulu. This information can be used as the main foundation regarding what strategies should be applied to students and studied more deeply when learning to speak. Then that way, learning to speak will run well even though it in online learning.

2. For the English Students

The result of this research is can be a guide for English students at UMB who have difficulty learning to speak in online learning. By knowing what strategies can be used to learn to speak, students no longer experience confusion in looking for speaking learning strategies.

1.6 The Definition of Key Terms

1. Individual students strategies is individual learning that allows students to learn according to their own potential abilities, and teaching delivery is carried out by leading students to learn individually.
2. Speaking skill refers to a person's ability to communicate ideas verbally to another party. Through this process, a speaker conveys a

particular message with the intention of obtaining a response from the listener regarding the information shared

3. Online learning emerged as a natural outcome of advancements in information and communication technology. It enables both students and lecturers to sustain the teaching-learning process despite physical distance, and it currently stands as one of the most widely adopted and contemporary approaches in education
4. Learning strategies can be understood as the specific actions learners take to enhance their own learning process. Within language learning, such strategies are crucial because they serve as a means for learners to become more active and autonomous, qualities that are necessary for building communicative competence
5. The students involved in this research are second semester students of English Study Program at Muhammadiyah University of Bengkulu.