

## **An Analysis of Students' Strategies in Public Speaking Subject by Using Strategy Inventory for Language Learning (SILL)**

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### **ABSTRACT**

This research aims to determine student learning strategies in learning English in public speaking subject through the Inventory Strategy for Language Learning (SILL) for second semester EFL students. The method used in this research was a descriptive quantitative approach. The population in this research was students in the second semester of English education, and the subjects of this study were 30 students of second semester of the English education study program for the 2021/2022 academic year at the University of PGRI Silampari. The data collection technique of this research used a questionnaire. The data analysis technique used in this research was the basic statistical technique of percentages using a likert scale questionnaire. The results of this research indicated that there were 11 students who used the "Metacognitive" learning strategy, 5 students used the "Cognitive" learning strategy, 8 students used the "Compensation" learning strategy, 6 students used the "Affective" learning strategy, 7 students used the "Social" learning strategy, there are no students used the "Memory" learning strategy.

**Keywords:** student learning strategies, SILL, Metacognitive, second semester students

### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui strategi belajar siswa dalam pembelajaran bahasa Inggris pada mata pelajaran public speaking melalui Inventory Strategy for Language Learning (SILL) untuk siswa EFL semester kedua. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan pendekatan. Populasi dalam penelitian ini adalah mahasiswa semester dua pendidikan bahasa Inggris, dan subjek penelitian ini adalah 30 mahasiswa semester dua program studi pendidikan bahasa Inggris tahun akademik 2021/2022 di Universitas PGRI Silampari. Teknik pengumpulan data penelitian ini menggunakan kuesioner. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik statistik dasar persentase dengan menggunakan kuesioner skala likert. Hasil penelitian ini menunjukkan bahwa terdapat 11 siswa yang menggunakan strategi pembelajaran "Metakognitif", 5 siswa menggunakan strategi pembelajaran "Kognitif", 8 siswa menggunakan strategi pembelajaran "Kompensasi", 6 siswa menggunakan strategi pembelajaran "Afektif", 7 siswa menggunakan strategi pembelajaran "Sosial", tidak ada siswa yang menggunakan strategi pembelajaran "Memory".

**Kata kunci:** strategi belajar mahasiswa, SILL, Metakognitif, mahasiswa semester kedua

## INTRODUCTION

Students generally need strategies to support their learning to enhance and facilitate their learning development. Students independently seek and develop these strategies so that they can be used to support their learning in class. Strategy itself is defined as procedures or steps to improve certain abilities and actions in pursuit of certain goals. This is supported by Brown's theory (2007:119), which defines strategy as specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Even in language learning, students also need language learning strategies to make it easier for them to participate in class learning, express opinions, and discuss. In which case, students need to have strategies to master the 4 main language skills: reading, listening, writing, and speaking.

Speaking is one of the most difficult aspects for students to master (Pollard, 2008:33). This is considered by most students, from beginner to intermediate level as a very difficult skill in learning English. Many students who cannot speak clearly and they are asked to speak to a foreigner, do not know how to express what they want to say and how to say it. It is possible that they do not have base of English skills which may be caused by factors from the environment around students, students rarely practice speaking English in daily life, feeling embarrassed, and afraid of being considered pretentious if they use English.

However, the underlying problem is the lack of strategies that students use in learning to speak among these reasons. It takes effort and proper strategy to develop it because most of them do not know how to express their feelings and ideas in speaking or in conversation, especially if they have to speak in public. Therefore, a strategy for public speaking is also needed.

Some public speakers lack experience and feel nervousness before and during presentations. Mufanti, Nimasari, and Gestanti (2017:1) stated 3 problems that are often faced by public speakers especially from non-native students in English where there are three big problems; the first is the language itself, the second is the delivery of speech, and the third is to build self-confidence. However, it turns out that there are still many people who have wrong perception about this. Public speaking is not just about speaking in public or on stage, but about training oneself and changing one's view of things.

The researcher chooses the students in the second semester in the 2021/2022 academic year with a total population of 30 students because they had learned about the basics of speaking in the first semester, and in this semester they entered the Public Speaking subject where the learning is more complex and most of them had understood the basics of speaking. From the practice of public speaking, a student will be able to build up confidence in persuading others more effectively on the ideas and opinions that they would like to share (Yee & Abidin, 2009: 127).

In addition, based on English Education Study Program at University of PGRI Silampari Lubuklinggau data, this subject is a subject that has just been added and applied to the English education study program. Thus, the researchers seek to examine how the students in the second semester are taking public speaking subject and what learning strategies they use. Therefore, the appropriate learning strategies are needed on how to prepare and develop skills in public speaking.

Language learning strategies are strategies used by students to support their learning process and mastery of their foreign language in the classroom. Regarding learning strategies by students, it is stated that the active use of language learning strategies helps learners control their learning by developing language skills and increasing self-confidence and motivation in

the learning process (Shi, 2017:24). In learning, every student needs a strategy to make it easier for students to learn in the classroom. In this research, the researchers used the SILL questionnaire by Oxford (1990) to analyze student learning strategies in public speaking subject.

The SILL questionnaire has been widely used by researchers as part of a research tool in the success of language learning. For example, in South Korea, the results of the research using the SILL questionnaire reported that metacognitive and cognitive learning strategies are often referred to as effective learning strategies represented by successful college students at the university level (Lee & Heinz, 2016: 67-66).

Based on observations made in the form of direct interviews with 10 students who took public speaking subject in English Education Study Program at University of PGRI Silampari Lubuklinggau, the researchers found that there were 3 main problems faced by students when taking public speaking subjects. 5 students are still lacking in mastering English vocabulary only, 3 students lack vocabulary and also lack confidence when appearing in class, and the remaining 2 students are still lacking in pronunciation of English words and are also lacking confidence.

Based on the explanation above, the researchers are interested to conduct a research entitled "Analysis of Students' Strategies in Public Speaking Subject Using Strategy Inventory for Language Learning (SILL)". This research focuses on gaining insight on EFL learners' strategies by using SILL.

## **SPEAKING**

Speaking is one of the 4 basic skills in English which is the process of communicating and sharing information or getting to know each other directly between speaker and listener. This is supported by Gatt and Hans (2008: 207) that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Thus without a good ability of speaking skills, it will be difficult to tell other people ideas, information or even thoughts about something.

In line with the definition above, Cameron (2001:40) states that speaking is the active use of language to express meaning so that other people can make sense of them. Therefore, the label of productive use of language can be applied to speaking. On the other hand McDonough, et al. (2003:156), stated that speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills, which, added together, constitute an overall competence in the spoken language. From the definition above, it can be concluded that speaking is one of the 4 productive English skills, which is this ability to express ideas, feelings, or opinions orally in a conversation. Speaking is not just saying but it is also about thinking how to articulate ideas which are then expressed through words. A good speaking is when what is conveyed by the speaker is needed and can be understood well by the listener.

## **PUBLIC SPEAKING**

In English, speaking ability is one of the four basic skills that must be mastered by English learners, because basically everyone who learns a foreign language will definitely learn how to speak in that foreign language. However, in practice, not all learners can practice speaking skills very fluently, especially if it is in a situation that requires them to speak English spontaneously. As a second language or foreign language, non-native speakers at first will

definitely find some obstacles or problems that prevent them from mastering the ability to speak English.

As stated briefly by Schreiber & Hartranft (2017:5), public speaking is the process of designing and delivering a message to an audience. O'Hair and Wiemann (2012:340) states that public speaking always includes a speaker who has a reason to speaking, an audience that gives the speaker attention, and a message that is meant to accomplish a specific goal. Gareis (2006:3) also states that public speaking is a distinct issue where speakers share their vision with a larger audience and often experience fear and nervousness before and during presentations. This shows that someone who will speak in public must have good speaking skills by practicing hard, be able to convey the material that will be given to the audience, and dare to stand up to several pairs of audience eyes.

In general, people judge a speaker by the way he speaks. The first impression that is formed will usually be a deep impression that will be recorded in people's minds. However, most public speaking activities still make some people nervous to do it because the speaker is afraid of making mistakes. Shaking hands and feet, as well as a stuttering voice is a natural thing to make someone become stage fright when speaking in public. A little nervousness can help focus, be aware of the audience, and deliver a more effective and captivating speech (Gareis: 39). Seeing this, students today are required to equip themselves with good speaking skills, especially in public to deal with interpersonal communication problems when entering the world of work.

Most assume that executives at large companies such as Microsoft and General Electric are expected to give speeches, but ignore the fact that small businesses also need employees who are skilled in public speaking (Hamilton, 2012:6).

## **LEARNING STRATEGIES**

The existence of English learning strategies makes it easier for students in their efforts to learn English. English learning strategies show students various strategies that are suitable for them to use and learn so that the level of difficulty in learning English can be controlled. Oxford (1990: 1) states that learning strategies are defined as steps taken by students to enhance their own learning. In addition, Oxford (1990: 8) also elaborates that strategies are specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Learning strategies can help students to complete assignments well by choosing which strategies are suitable for students' learning styles. Regardless of their inability to learn English, utilizing learning strategies can provide assistance to students in the learning process. Kazi (2017: 11) explains that successful language learners are strategic in the ways they approach second language learning. They have many individual differences and may use different strategies for different purposes. This statement shows that each student has a different way of learning, it also supports that the strategies that each student uses are also different depending on the learning goals they will achieve.

In addition, Oxford (1990: 14) has been categorized and describes learning strategies into 6 aspects which are divided into 2 categories, as explained below:

### *1) Direct Strategies*

Direct strategies refer to kinds of language learning strategies which directly involve the target language (Oxford, 1990:37). These direct strategies consist of:

#### a) Memory Strategies

Memory strategy is a strategy that has existed and was used long before the emergence of other strategies because people in the period before the emergence of literacy, more often used memory strategies to remember important and practical information. More specifically, Oxford (1990: 39) also stated that memory strategies help language learners to cope with this difficulty. They enable learners to store verbal material and then retrieve it when needed for communication.

b) Cognitive Strategies

This strategy is an important and more specific strategy in learning something when a learner is learning a new language. Oxford (1990:43) elaborates that such strategies are varied a lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner.

c) Compensation Strategies

Compensation strategies play a role in helping students to expand vocabulary and grammar, as well as helping students to continue practicing in learning English so that they can master it well. As explained by Oxford (1990: 47) that compensation strategies are intended to make up for an inadequate repertoire of grammar and, vocabulary. Oxford (1990:94) also adds that this strategy helps learners become more fluent in what they already know.

2) *Indirect Strategies*

Indirect strategies are those which support and manage language learning without directly involving the target language. These indirect strategies consist of:

a) Metacognitive Strategies

Metacognitive strategies are strategies about methods that can help students understand how they learn. Oxford (1990: 136) explains that metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. This means this strategy is designed for students to 'think' about thinking and explore students' own learning process.

b) Affective Strategies

This strategy is a strategy that is more inclined to the problem of controlling emotions, how to build learning motivation, and this strategy can affect language learning for learners when learning a foreign language. This is supported by the statement of Oxford (1990: 140) which states that the term affective refers to emotions, motivations, and values. Oxford (1990: 143) also adds that these strategies are useful for the vast majority of language learners who have ordinary hang-ups and difficulties.

c) Social Strategies

The social strategy emphasizes how students can interact with the social environment and talk to the people around them so that it can help improve their language use. In this case, strategy plays an important role in foreign language teaching. Oxford (1990: 144) also adds learning a language thus involves other people, and appropriate social strategies are very important in this process.

## METHOD

Researchers used quantitative descriptive because this study aims to provide an overview of statistical data on the learning strategies of students in public speaking courses at PGRI Silampari Lubuklinggau University. The researcher chose the second semester with the consideration that they had gained sufficient experience in teaching speaking. In this study, the total sampling chosen by the researchers was 30 even semester students at PGRI Silampari University for the 2021/2022 academic year. To answer research questions, this study used questionnaires and interviews. The questionnaire consists of six types of learning strategies which have been adapted from the SILL questionnaire by Oxford (1990). Each questionnaire item has five options based on a Likert scale ranging from Never to Always. Questionnaires were sent in online form via Google form. Interviews were conducted before the researcher gave the questionnaire to find out the obstacles faced by students when taking public speaking courses.

Table 1. SILL's WORKSHEET

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1. ___	5. ___	10. ___	13. ___	18. ___	21. ___	Sum Part A ___
2. ___	6. ___	11. ___	14. ___	19. ___	22. ___	Sum Part B ___
3. ___	7. ___	12. ___	15. ___	20. ___	23. ___	Sum Part C ___
4. ___	8. ___		16. ___		24. ___	Sum Part D ___
	9. ___		17. ___		25. ___	Sum Part E ___
						Sum Part F ___
SUM__	SUM__	SUM__	SUM__	SUM__	SUM__	SUM ____
÷4=__	÷5=__	÷3=__	÷5=__	÷3=__	÷5=__	÷25=___
						(Overall Average)

*Source: Oxford (1990) version 7.0*

According to Oxford (1990: 300), there are 3 scales that represent how often students use learning strategies by determining the average score that students choose in the questionnaire given for each question item that ranges from 1 to 5, as follows:

Table 2. Key to Understanding the Averages

High	Always or Almost always used	4.5 to 5.0
	Usually used	3.4 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

*Source: Oxford (1990)*

If the results of the calculation of the statement show that part A gets 4.5, for instance, which is the highest result of the 6 sections, it can be said that the student often uses memory strategies in learning in public speaking subject with a high level of use.

### FINDINGS

The researcher described the results of data analysis from the questions that have been answered by 30 students through Google Form which the result are shown below to show what are the learning strategies they use during public speaking subjects and the researcher explained the results of the research as follows:

#### METACOGNITIVE STRATEGY

Table 3. The Result of Students' Metacognitive Strategy

Respondents	Average Score	Types of Learning Strategies
S03	4.80	Metacognitive
S07	4.80	Metacognitive
S08	4.60	Metacognitive
S12	3.80	Metacognitive and Cognitive
S13	4.60	Metacognitive and Affective
S14	4.20	Metacognitive
S18	4.20	Metacognitive
S19	4.40	Metacognitive and Social
S20	4.80	Metacognitive
S24	4.00	Metacognitive
S25	3.80	Metacognitive and Social

The results of the data above showed that there were 11 students who used the "Metacognitive" learning strategy. The 7 students only had "Metacognitive" learning strategies with an average score of 4.00 to 4.80; meanwhile the remaining 4 students have multiple learning strategies with metacognitive strategies as one of them, namely S12 and S25 with an average score of 3.80, S13 with an average score of 4.60 and S19 with an average score of 4.40.

#### COGNITIVE STRATEGY

Table 4. The Result of Students' Cognitive Strategy

Respondents	Average Score	Types of Learning Strategies
S05	4.40	Cognitive
S12	3.80	Cognitive and Metacognitive
S15	4.20	Cognitive
S23	4.40	Cognitive
S27	5.00	Cognitive

The results of the data in the cognitive learning strategy table above show that there were 5 students who used the "Cognitive" learning strategy. 4 students only had one "Cognitive" learning strategy, which is S05 and S23 with an average score of 4.40, S15 with an average score of 4.20, and S27 with the highest average score of 5.00; Meanwhile, there was one student who had multiple learning strategies with cognitive strategies as one of them, namely S12 with an average score of 3.80.

### SOCIAL STRATEGY

Table 5. The Result of Students' Social Strategy

<b>Respondents</b>	<b>Average Score</b>	<b>Types of Learning Strategies</b>
S04	4.60	Social
S06	4.30	Social
S11	4.60	Compensation and Social
S16	4.60	Compensation and Social
S19	4.40	Metacognitive and Social
S21	3.80	Social
S25	3.80	Metacognitive and Social

The results of the data in the social learning strategy table above show that there were total 7 students who used the "Social" learning strategy. 3 students only had one "Social" learning strategy, namely S04 with an average score of 4.60, S06 with an average score of 4.30, and S21 with an average score of 3.80. Meanwhile, there were 4 other students who had multiple learning strategies with Cognitive strategies as one of them, namely S11 and S16 with an average score of 4.60, S19 with an average score of 4.40, and S25 with an average score 3.80.

### COMPENSATION STRATEGY

Table 6. The Result of Students' Compensation Strategy

<b>Respondents</b>	<b>Average Score</b>	<b>Types of Learning Strategies</b>
S01	5.00	Compensation
S09	4.30	Compensation
S10	5.00	Compensation and Affective
S11	4.60	Compensation and Social
S16	4.60	Compensation and Social
S26	4.60	Compensation
S29	4.00	Compensation
S30	4.00	Compensation

Unlike the social learning strategy, in compensation learning strategy there were 5 students who only had one "Compensation" strategy; S01 with the highest average score 5.00, S09 with an average score 4.30, S26 with an average score 4.60, also S29 and S30 with same average score 4.00. Besides that, there were also 3 other students who had multiple learning strategies; S10 who had "Compensation and Affective" learning strategies with each of average score was 5.00, S11 and S16 who had same "Compensation and Social" learning strategies with each of average score was 4.60.

### AFFECTIVE STRATEGY

Table 7. The Result of Students' Affective Strategy are Covered

<b>Respondents</b>	<b>Average Score</b>	<b>Types of Learning Strategies</b>
S02	5.00	Affective
S10	5.00	Compensation and Affective



S13	4.60	Metacognitive and Affective
S17	5.00	Affective
S22	3.60	Affective
S28	4.30	Affective

The results of the above shown that there were total 6 students who used the "Affective" learning strategy. 4 students only had one "Affective" learning strategy; S02 and S17 with the highest average score of 5.00, S22 with an average score of 3.60, and S28 with an average score of 4.30. Meanwhile, there were 2 other students who had multiple learning strategies, they were S10 who had same "Compensation and Affective" learning strategies with each of average score was 5.00, and S13 who had same "Metacognitive and Affective" learning strategies with each of average score was 4.60.

### MEMORY STRATEGY

Based on research data that has been taken by researcher from 30 students in the second semester of the 2021/2022 academic year, it was known that none of the students had a "Memory" learning strategy in learning public speaking subject.

### THE MOST USED STRATEGY

The following is the final calculation result of the learning strategy for students in the second semester of the 2021/2022 school year for public speaking courses. The following is explained in tabular form:

Table 8. The Result of Most Used Strategies Category

Learning Strategies	Mean	Rank
Memory	2.93	6
Cognitive	3.85	2
Compensation	3.74	4
Metacognitive	4.03	1
Affective	3.73	5
Social	3.81	3

The table above is the result of research by researchers showing data that the "Metacognitive" learning strategy is the learning strategy most often used with a mean of 4.03, followed by the "Cognitive" learning strategy ranked second, the third "Social" learning strategy, the "Compensated" learning strategy was ranked fourth, the "Affective" learning strategy was ranked fifth, and the "Memory" learning strategy was ranked last with a mean of 2.96. The Memory learning strategy is a learning strategy that is not used by students in the second semester of the 2021/2022 academic year. It showed that the most dominant learning strategy used by the second semester students of the 2021/2022 academic year in the English education study program was Metacognitive Strategy.

### THE RESULT OF STUDENTS AS THE USERS OF LLLs

The results showed data from students in the second semester of the 2021/2022 academic year used the SILL learning strategy based on the level of used of how often this learning strategy is used based on data analysis and calculations, and the types of users of the

learning strategy were these students used.

From the 30 students who filled out the questionnaire there were 22 students of second semester students classified who had a “*Usually Used*” usage rate and type of user of their learning strategy in public speaking subject is “*High User*” with an average score ranging from 3.44 to 4.44. Meanwhile, there was only 1 second semester student who had an “*Always or Almost Always Used*” usage rate, with the highest average score of 4.60 and type of user of learning strategy was “*High User*” too.

The other 7 second semester students had a “*Sometimes Used*” usage rate with type of user of their learning strategy was “*Medium User*” with an average score range of 3.00 to 3.40.

## DISCUSSION

The findings of this research indicate that the strategies used by second semester students during public speaking courses in the 2021/2022 school year are Metacognitive, Cognitive, Social, Compensatory, and Affective. Then the Memory learning strategy is a strategy that is not used or rarely used by students. While the most dominant learning strategy used in public speaking class is the Metacognitive learning strategy. Metacognitive strategies are the strategies most widely used among the other five categories and are supported by the results data showing that the average score of metacognitive strategies is 4.03, followed by cognitive strategies (3.85), social strategies (3.81), compensatory strategies (3.74), affective strategies (3.73), and memory strategies at the end (2.93). The memory learning strategy has the lowest average because this learning strategy is somewhat less suitable for use in students in the second semester of the 2021/2022 academic year in public speaking courses. Students tend to choose learning strategies that require practice and self-evaluation in order to further improve their abilities.

A research on student learning strategies in Public Speaking class by Puluhan, Hafifah, Sari (2022) collected research data by taking theory from O'Malley and Chamot (1990). Unlike the two previous studies that took the SILL theory from Oxford, the theory of O'Malley and Chamot (1990) states that there are three types of techniques in learning, namely metacognitive strategies, cognitive strategies, and social-affective strategies. The metacognitive strategy is further divided into three parts, namely planning, monitoring the subject material by writing subheadings or critical topics, and involving evaluating the materials and key themes to ensure they are relevant. Furthermore, in the cognitive strategy there are three parts, namely repetition, rehearsing, and imitation of new vocabulary or language. In contrast, the socio-affective strategy has 3 different parts, namely involving the learner's interaction with another person to assist learning through cooperation, clarification-seeking questions, or effective control to support a learning task.

In the research by Puluhan, Hafifah, Sari (2022), it was found that students with the highest scores utilized 60% of cognitive strategies, then students with an average score utilized 100% of metacognitive strategies and socio-cognitive strategies, and students with scores low utilized 85.71% of metacognitive strategies. It was concluded that in that research, students with high average scores used cognitive learning strategies to improve students' mastery of public speaking, followed by metacognitive in second place. This was in contrast to the results of research by researchers in this thesis which show results that English students in the second semester of the 2021/2022 school year in public speaking courses used more metacognitive strategies with the highest average and cognitive strategies in second place.

The same research results from researchers were also shown in research conducted by Muslimin, Suriaman, Marhum, Kamaruddin, and Rita (2022) which examined speaking learning strategies for third semester English students at Tadulako University using a questionnaire which was also adapted from (Inventory Strategy for Language Learning) by Oxford, shows that the most widely used learning strategy is the Metacognitive learning strategy with a mean score of 4.22, and is followed by cognitive, social, compensatory, affective, and memory learning strategies. The order of the results of the research data is the same as the results of research data by researcher which show that metacognitive learning strategies are the most widely used learning strategies, and memory learning strategies are the least used by students. Muslimin et al. (2022) stated that this metacognitive strategy helps students manage their learning in speaking courses, such as paying attention, planning, learning as much as they can and conducting self-evaluations to become better at speaking English.

Alfarisy (2022) used the same Oxford SILL questionnaire as the researcher who examined understanding of speaking learning strategies, which taken a sample of 183 students at the university level at Yogyakarta State University each year. The questionnaire used by Alfarisy in his research adopted 33 statements from Oxford's SILL and was combined with 6 questionnaires adopted from other researchers who had conducted research using SILL. The results of the research showed that most of the students who were successful used metacognitive strategies, with the most numerous of these strategies being paying attention and self-monitoring strategies. Followed by Cognitive learning strategies with the most dominant strategy is using resources to receive and send messages. The results of Alfarisy's study (2022) have results that are almost the same as those of Muslimin et al. (2022) by collecting data using questionnaires and interviews which adapted from Oxford's SILL (1990) where the learning strategy most often used in Speaking is the Metacognitive learning strategy.

The difference between the researcher and the two related studies above is that the researcher more focused on research on public speaking courses which are still a branch of Speaking. However, the two studies used the same main theory as the researcher in collecting data from respondents using interviews and a questionnaire adapted from the Oxford questionnaire (1990), then the researcher and the two studies took the same sample, namely English students at the university level. And the data obtained shows that both in Speaking and Public Speaking, students use more metacognitive learning strategies than other learning strategies. This is because this strategy helps students manage their own learning in speaking skills, such as paying attention to learning, using resources to receive and send messages, and conducting self-evaluations to become better at speaking English.

## CONCLUSION

Based on the findings and discussion above, it can be concluded that students of the English Education Study Program Semester II Academic Year 2021/2022 Universitas PGRI Silampari, in the process of learning public speaking courses use 5 of 6 learning strategies Oxford (1990); memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Then learning strategies that are not or rarely used by students are memory learning strategies. The most used strategy category was metacognitive strategies with an average score of 4.03 followed by cognitive strategies (3.85), social strategies (3.81), compensation strategies (3.74), affective strategies (3.73), and the least used learning strategy is the memory strategy at the

end with an average (2.93). Metacognitive strategies are the strategies most used by second semester students; this shows that students tend to organize and plan their English learning, especially when practicing public speaking. The reason why metacognitive strategies are the most dominant strategies used by second semester students during public speaking subject was because these students felt that these strategies were flexible learning strategies for learning public speaking.

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