

The Language Learning Strategies Used by Female Students on Pesantren Modern Diniyyah Pasia to Improve Speaking Fluency at 11th Grade

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi yang digunakan oleh siswi untuk meningkatkan kefasihan berbicara siswa. Para siswa mempunyai strategi berbeda untuk meningkatkan bahasa Inggris mereka di Pondok Pesantren Dinniyyah Pasia. Sekolah mempunyai program bahasa untuk menunjang kemampuan siswa agar fasih berbahasa asing, seperti Inggris dan Arab. Sebagian besar siswi fasih menggunakan bahasa Inggris untuk berkomunikasi. Kefasihan berbicara siswa perempuan lebih baik dibandingkan siswa laki-laki. Siswa perempuan juga paling tertarik belajar bahasa Inggris. Penelitian ini menggunakan pendekatan deskriptif-kuantitatif. Populasi penelitian ini adalah siswa kelas XI tahun ajaran 2022-2023 yang berjumlah 54 orang dan sampel diambil sebanyak 54 siswa dengan menggunakan total sampling. Pengumpulan data dilakukan dengan menggunakan kuesioner. Kuesioner terdiri dari 30 item yang mewakili enam kategori strategi pembelajaran yang diadaptasi dari Strategy Inventory for Language Learning (SILL) yang diusulkan oleh Oxford. Data yang terkumpul dianalisis menggunakan Microsoft Excel 2007 untuk mendeskripsikan strategi yang digunakan siswi untuk meningkatkan kefasihan berbicara di Pondok Pesantren Modern Dinniyyah Pasia. Berdasarkan hasil penelitian, penulis menyimpulkan bahwa ada strategi yang paling banyak digunakan oleh wanita: Strategi Kognitif: Kegiatan yang berkaitan dengan strategi kognitif, seperti meniru penutur asli, mengulang kata-kata dalam bahasa, berbicara dengan suara keras, dan mendengarkan lagu berbahasa Inggris, banyak digunakan oleh siswa kelas XI IPS. Strategi memori yang paling sedikit digunakan pada kelas XI IPA adalah kegiatan yang berkaitan dengan strategi memori seperti menghafal dialog sebelum berbicara, berbicara di depan cermin, membuat daftar kata sebelum berbicara, menghafal kata di kamus, dan menghafal lagu dalam bahasa Inggris.

Kata kunci: *Strategi, Peningkatan, Kefasihan Berbicara*

Abstract

This research aims to describe the strategies used by female students to improve their speaking fluency. The researcher describes this research because the students have a different strategy to improve their English at Pondok Pesantren Dinniyyah Pasia. The school had a language program to support students' ability to be fluent in foreign languages, such as English and Arabic. Most of the female students were fluent in using English to communicate. Speaking fluency, female students were better than males. The female students are also most interested in learning English. The students' enthusiasm for understanding English This research used a descriptive-quantitative approach. The population of this research is 54 students of the eleventh grade at Pondok Pesantren Modern Dinniyyah Pasia in the 2022-2023 academic year, and 54 students are taken as the sample by using total sampling. The data were collected by using a questionnaire. The questionnaire consisted of 30 items, which represent six categories of learning strategies adapted from the

Strategy Inventory for Language Learning (SILL) proposed by Oxford. The collected data is analyzed using Microsoft Excel 2007 to describe the strategies used by female students to improve speaking fluency at Pondok Pesantren Modern Diniyyah Pasia. Based on the results of the research, the writer concluded that there is a strategy that is mostly used by females: Cognitive Strategy: Activities related to cognitive strategies, such as imitating native speakers, repeating words in the language, speaking aloud, and listening to songs in English, were mostly used by students in class XI IPS. Memory strategies used the least in class XI IPA were activities related to memory strategies such as memorizing dialogue before speaking, speaking in front of a mirror, making a list of words before speaking, memorizing words in the dictionary, and memorizing songs in English.

Keywords : *Strategy, Improving, Speaking Fluency*

INTRODUCTION

English is the first foreign language in Indonesia. It is used as one of the subjects at school. This is learned from elementary school to college, and it is even learned in English courses. To be good at English, anyone needs to master the four language skills, namely, listening, speaking, reading, and writing. Besides, he needs to master some components of linguistics, which are vocabulary, grammar, and pronunciation. The four language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language. According to Trialoka & Puspita, speaking skill is important to be mastered because speaking skill actually indicates that the learners are able to use the language (Trialoka, V. S., & Puspita, H., 2017). According Burns and Joyce, speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Hilma in nunan revealed the speaking is the productive oral skill that consists of producing systematic verbal utterances to convey meaning (Putri, 2021). On the contrary speaking is oral activities developing sound to express idea and construct the meaning. Because of that, students be able to get information and be able to understand the meaning and students be able to share the information to others. From statements above writer concluded that speaking is as an interactive process of constructing meaning that involves producing, receiving, and processing information, its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking, speaking also the productive oral skill that consists of producing systematic verbal utterances to convey meaninga process of interaction between a person and other people who have the same goal of asking for and receiving information about something that has meaning.

Learning speaking, the students used different strategies. It depends on the students them selves and their characteristic. When the students speak in front of the class with good grammar, enough vocabulary, and good pronunciation. According to Wenden language learning strategies are the various operations that learners use in order to make sense of their learning. They refer to specific actions that a learner uses in response to a particular problem, rather than describing a learner's general approach to learning.

Learning Strategies are among the main factors that help to determine how, and how well, learners learn a foreign language (Prabawa, 2016). By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors. Learning Strategies are among the main factors that help to determine how, and how well, students learn a foreign language. Learning strategies is steps taken by students to enhance their own learning, Speaking fluency is given more weight in teaching speaking because it was the most important featur of natural communication. Language learning strategies are the methods used by learners in obtaining knowledge (Lestari & Fatimah, 2020).

Male and female students also have different strategies in improving their speaking because they have different characteristics and had different interested in the leraning

English. In contrast to this current finding, other studies found that male and female students' strategy preferences in learning speaking were different. Anum & Apriyanto found that the most dominant strategy used by male students was metacognitive strategy, while female students dominantly used affective strategy (Anum & Apriyanto, 2019). On the other way, Marisa found that Female students used cognitive, metacognitive, compensation, and affective strategies with the most frequently used were cognitive strategies, while male students only used compensation, cognitive and metacognitive strategies with the most frequently used was compensation strategies (Marisa, 2016). Furthermore, Devarianti found that cognitive strategies were the most frequent strategies used by males, meanwhile cognitive and social strategies were the most frequently used by female students (Devarianti, 2019).

Based on preliminary research on July, 16th and 19th 2022, and on Agusts 01th, at the 11th grade in Pondok Pesantren Modern Dinnyah Pasia, the researcher got the information related to the learning process. The researcher got some information from interview and observation with English Teachers and the students. First, Pondok Pesantren Modern Dinnyah Pasia was one of school that has good quality of education. Because the school was implemented a language program to supported the ability of students to be fluently in foreign languages both in English and Arabic. Students at the school had to use English and Arabic every day. In using Arabic and English had an important role in training the students' abilities to improved their English and Arabic which were used in everyday life. The language program could motivated the students to be more confident in using foreign languages. Furthermore, the students also had an activity to reported their vocabulary to teacher daily in addition the teacher unavailable, the senior would do the job instead. this mean the students must had new vocabulary everyday this maker the students face in learning english fast.

Second, students female were more active when learning English, meanwhile students male had a litle motivated to learn English, they were stated that learning English is not interesting to learn because the material of English was bore, the female students also confident to speak in front of the class, because they were have much vocabulary to speak. According to Eriza & Kasmairi that students use social affective strategy frequently. Social Affective strategy made them understanding the materials easily; motivating them to be good learners, and making them feel free to ask (Eriza & Kasmairi, 2018).

Third, some students were fluent and confident in speaking English students were confident to speak English in public, especially female students were very active in using English because they were used English in everyday life, especially in the school environment.

METHOD

This research was a quantitative research by using descriptive approach. Quantitative research is the kind of research to collect data in the form of numbers. According to gay, quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Gay, 2012). Ismail states that, descriptive quantitative research is basic and systematic research to provide answers to a problem or phenomena by using the stages of research with a quantitative approach (Ismail, 2019). It means that descriptive research can be defined as the process of collection, analysis, classification, and tabulation of data. The data found in this research was calculated quantitatively to find out the most and the least speaking learning strategies used female students in eleventh grade at Pondok Pesantren Modern Dinnyah Pasia.

According to Sugiyono, population is a generalization area consisting of objects or topics with specific qualities and characteristics that the researcher determines to study and then draw a conclusion (Sugiyono, 2013). The population in this research was the eleventh grade students of Pondok Pesantren Modern Dinnyah Pasia. It consists of three classes, and

they are: XI. IPA, XI .IPS, and XI IPK. The total students population are 54 students. The number was shown in the table below:

Table 1 Distribution of population at The Eleventh Grade Of Pondok Pesantren Modern Dinnyah Pasia

No	Class	Total Members
1	XI.IPA	27
2	XI.IPS	20
3	XI.IPK	7
Total		54

Sampel is needed to collecting data. A sample is a subset of the target population that the researcher intends to research in order to make generalizations about the target population (Creswell, 2008). In this research the researcher used total sampling technique. According to Sugiyono, total sampling is a sampling technique where the number of samples is the same with the population. Reasons for taking total sampling because according to Sugiyono, a population of less than 100 the entire population is used as a research sample taken from this study were 54 students.

The researcher used a questionnaire as an instrument in this research. The questionnaire that have been used in this research was opened questionnaires. According to Wilson the questionnaire was a widely used and useful instrument for collecting the data information, providing structure often numerical data, being able to be administer without the attendance of the researcher, and often being comparatively frankly to analyze (Sugiyono, 2007). Sugiyono stated that, Likert Scale is used to measure the attitude, opinion and preseption someone or group about the social phenomenon (Sugiyono, 2015). In this research, the researcher used Likert Scale as a measuring scale because it can be use to measure male and female students strategies in learning vocabulary. Likert Scale was consist of two parts they were positive statement and negative statement. The positive statement there were always with point 5, often with point 4, sometimes with point 3, rarely with point 2, and never with point 1. While the negative statement there are, always with point 1, often with point 2, sometimes with point 3, rarely with point 4, and never with point 5. The instrument used validity and reability test.

In this research the reseacher used a questionnaire as the instrument. The types of questionnaire use was a closed questionnaire and the design using the Likert Scale. The questionnaire included a questions about male and female students' strategies in learning vocabulary. According to Sugiyono, there were several procedures performed during the research. 1) The researcher came to the class and distributed the questionnaire to the students. 2) The researcher took 5 minutes to gave an explanation of the purpose of the questionnaire. 3) The researcher gave 30 minutes to the students to answered the questionnaire. 4) Finally, the researcher collected the students' answered (Sugiyono, 2015).

After collecting the data from students, the researcher will analyzed it by using the quantitative technique. In this step, it will follow these following steps: 1) Collecting of students' questionnaire. 2) Calculating the percentage of the data.

RESULTS AND DISCUSSIONS

Results

1. Memory strategies

The researcher describes about strategies for improving students' speaking Fluency. The strategies are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The first strategy is strategy memory, which consists of five questionnaire items there are items 1,2, 3, 4, and 5 related to memory strategies :

Statement 1 : *menghafal dialog sebelum berbicara bahasa Inggris*

Tabel 2 (memory strategy)

Options	Scale	Respondent			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	1	3	0	4%	15%	0%
Often	4	5	1	4	19%	5%	57%
Sometimes	3	7	2	1	26%	10%	14%
Rarely	2	12	5	2	44%	25%	29%
Never	1	2	9	0	7%	45%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From the table above, the researcher explains about item 1 that students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 14 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 6 students out of 27 students (22%). whereas in class eleven IPS, 4 students answered always and often out of 20 students (20%), and in class eleven IPK, 4 students answered always and often out of 7 students (57%). So from the number of students who answered always and often, it can be concluded that the IPK (57%) class often uses the strategy of “memorizing dialogues before speaking English when viewed from the percentage”.

Statement 2 : *Saya sering mengulang-ulang kata dalam bahasa Inggris di depan cermin untuk melatih kefasihan dalam berbicara.*

Tabel 3 (memory strategy)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	2	0	1	7%	0%	14%
Often	4	12	2	1	44%	10%	14%
Sometimes	3	6	5	1	22%	25%	14%
Rarely	2	4	7	2	15%	35%	29%
Never	1	3	6	2	11%	30%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

The researcher describes that in item 2, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 17 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 14 students out of 27 students (51%). whereas in class eleven, IPS 2 students answered always and often out of 20 students (10%), and in class eleven, IPK 2 students answered always and often out of 7 students (29%). So from the number of students who answered always and often, it can be concluded that the IPA (51%) class often uses the strategy of “I often repeat English words in front of the mirror to practice my fluency in speaking”.

Statement 3: *Saya membuat list kata atau kalimat yang ingin saya ucapkan sebelum berbicara bahasa Inggris.*

Tabel 4 (memory strategy)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	5	0	1	19%	0%	14%
Often	4	4	6	0	15%	30%	0%
Sometimes	3	9	9	2	33%	45%	29%
Rarely	2	5	3	3	19%	11%	43%
Never	1	4	2	1	15%	10%	14%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

The researcher explains that in item 3, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 16 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 9 students out of 27 students (34%). whereas in class eleven IPS, 6 students answered always and often out of 20 students (30%), and in class eleven IPK 1, students answered always and often out of 7 students (14%). So from the number of students who answered always and often, it can be concluded that the IPA (34%) class often uses the strategy of "I make a list of words or sentences that I want to say before speaking English".

Statement 4 : *Saya sering menghafal setiap kata yang saya temukan di kamus bahasa Inggris.*

Tabel 5 (memory strategy)

Options	Scale	Respondent			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	5	2	1	19%	10%	14%
Often	4	4	9	1	15%	45%	14%
Sometimes	3	9	5	4	33%	25%	57%
Rarely	2	5	4	1	19%	15%	14%
Never	1	4	0	0	15%	0%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From the table, the researcher explains that in item 4, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 22 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 9 students out of 27 students (34%). whereas in class eleven IPS, 11 students answered always and often out of 20 students (55%), and in class eleven IPK, 2 students answered always and often out of 7 students (29%). So from the number of students who answered always and often, it can be concluded that the IPS (55%). class often uses the strategy of "I often memorize every word I find in the English dictionary".

Statement 5: *saya mendengarkan musik bahasa Inggris untuk melatih ingatan saya dalam pengucapan kata dalam bahasa inggris*

Tabel 6 (memory strategy)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	12	10	1	44%	50%	14%
Often	4	7	6	3	26%	30%	43%
Sometimes	3	7	3	1	26%	15%	14%

Rarely	2	1	0	2	4%	0%	29%
Never	1	0	1	0	0%	5%	0%
Number of students	27	20	7	100%	100%	100%	
Total number of students	54						

The researcher explains that in item 5, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 39 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 19 students out of 27 students (70%). whereas in class eleven IPS, 16 students answered always and often out of 20 students (80%), and in class eleven IPK, 4 students answered always and often out of 7 students (57%). So from the number of students who answered always and often, it can be concluded that the IPS (80%) class often uses the strategy of "I listen to English music to train my memory in pronouncing English words".

The conclusion of all the items above is that, related to memory strategies, the item that female students used the *most is item 5*, namely "I listen to English music to train my memory in pronouncing English words." The students who use this statement the most are female students in class eleventh IPS, as many as 16 students (80%), and the item that students use *the least is item 3*, namely "I make a list of words or sentences that I want to say before speaking English." There were 9 (34%) female students in eleventh grade IPA. So from all items related to memory strategies, researchers conclude that major IPS students like to listen to English music to improve their speaking fluency because the students in major IPS are usually students who like to learn in a relaxed way.

2. Cognitive Strategies

Statement 6 : *Saya meniru cara penutur asliberbicara bahasa Inggris.*

Tabel 7 (Cognitive Strategies)

Options	Scale	Respondent			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	4	4	2	15%	20%	29%
Often	4	9	9	0	33%	45%	0%
Sometimes	3	11	2	2	41%	10%	29%
Rarely	2	3	2	3	11%	10%	43%
Never	1	0	3	0	0%	15%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From the table, the researcher explains that in item 6, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 28 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 13 students out of 27 students (48%). whereas in class eleven IPS, 13 students answered always and often out of 20 students (65%), and in class eleven IPK, 2 students answered always and often out of 7 students (29%). So from the number of students who answered always and often, it can be concluded that the IPS 13 (65%) class always uses the strategy of "I imitate the way native speakers speak English".

Statement 7: *Saya selalu mengulangi bunyi kata dalam bahasa Inggris untuk melatih kefasihan bicara saya dalam bahasa Inggris.*

Tabel 8 (Cognitive Strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	7	2	2	26%	10%	29%
Often	4	8	9	1	30%	45%	14%
Sometimes	3	10	4	2	37%	20%	29%
Rarely	2	2	4	1	7%	20%	14%
Never	1	0	1	1	0%	5%	14%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

The researcher explained that in item 7, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 29 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 15 students out of 27 students (56%). whereas in class eleven IPS, 11 students answered always and often out of 20 students (65%), and in class eleven IPK, 3 students answered always and often out of 7 students (43%). So from the number of students who answered always and often, it can be concluded that the IPS (56%). class often uses the strategy of always repeat the sound of words in English to practice my fluency in English".

Statement 8: *Saya mengucapkan kata atau kalimat dalam bahasa Inggris secara lantang*

Tabel 9 (Cognitive Strategies)

Options	Scale	Respondent			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	2	2	1	7%	10%	14%
Often	4	12	2	1	44%	10%	14%
Sometimes	3	10	13	3	37%	65%	43%
Rarely	2	2	1	1	7%	5%	14%
Never	1	1	2	1	4%	10%	14%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

The researcher explained that in item 8, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 20 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 14 students out of 27 students (51%). whereas in class eleven IPS, 4 students answered always and often out of 20 students (20%), and in class eleven IPK, 2 students answered always and often out of 7 students (29%). So from the number of students who answered always and often, it can be concluded that the IPA 14 (51%), class always uses the strategy of "I say words or sentences in English out loud".

Statement 9: *Ketika saya menonton TV atau film atau mendengarkan radio dalam bahasa Inggris saya men catat setiap kata yang saya dengar dan saya baca*

Tabel 10 (cognitive strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	1	0	0	4%	0%	0%
Often	4	5	3	3	19%	15%	43%
Sometimes	3	11	5	0	41%	25%	0%
Rarely	2	7	5	3	26%	25%	43%

Never	1	3	7	1	11%	35%	14%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

The researcher explained that in item 9, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 12 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 6 students out of 27 students (23%). whereas in class eleven IPS, 3 students answered always and often out of 20 students (15%), and in class eleven IPK, 3 students answered always and often out of 7 students (43%). So from the number of students who answered always and often, it can be concluded that the IPK (43%). class always uses the strategy of "When I watch TV or movies or listen to the radio in English, I record every word I hear and read".

Statement 10: *Saya sering mendengar lagu dalam bahasa Inggris dan mengikuti lirik lagunya untuk melatih kefasihan berbicara saya*

Tabel 11 (cognitive strategies)

Respondents answers	Scale	Respondent			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	11	12	4	41%	60%	57%
Often	4	7	7	1	26%	35%	14%
Sometimes	3	6	1	1	22%	5%	14%
Rarely	2	3	0	1	11%	0%	14%
Never	1	0	0	0	0%	0%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

The researcher explained that in item 10, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 42 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 18 students out of 27 students (67%). whereas in class eleven IPS, 19 students answered always and often out of 20 students (95%), and in class eleven IPK, 5 students answered always and often out of 7 students (71%). So from the number of students who answered always and often, it can be concluded that the IPS (95%) class always uses the strategy of "I often listen to songs in English and follow the lyrics to practice my fluency."

The conclusion of all the items above related to cognitive strategy is that research concludes that the item that female students used the most is item 10, namely, "I often listen to songs in English and follow the lyrics to practice my fluency." The students who use this statement the most are female students in class eleventh IPS, with as many as 19 students (95%), and the item that students use the least is item 9, namely, "When I watch TV or movies or listen to the radio in English, I record every word I hear and read." There were 3 (43%) female students at eleventh grade IPK. So from all items related to cognitive strategies, the students like to listen to the song in English because that makes them happy to learn English. Based on the results of interviews that have been conducted by researchers with students, they also like listening to English music to learn English.

3. Compensation Strategies

Statement 11 : *Saya menggunakan sinonim kata saat berbicara untuk mengatasi keterbatasan kosa kata yang saya miliki dalam bahasa Inggris.*

Tabel 12 (compensation strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	2	0	1	7%	0%	14%
Often	4	8	3	0	30%	15%	0%
Sometimes	3	11	9	3	41%	45%	43%
Rarely	2	4	4	1	15%	20%	14%
Never	1	2	4	2	7%	20%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From the table above The researcher explains that in item 11, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 14 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 10 students out of 27 students (37%). whereas in class eleven, IPS 3 students answered always and often out of 20 students (15%), and in class eleven, IPK 1 students answered always and often out of 7 students (14%). So from the number of students who answered always and often, it can be concluded that the IPA (37%) class always uses the strategy of "I use synonyms when speaking to overcome the limited vocabulary I have in English."

Statement 12 : *Saya menggunakan gerak tubuh untuk menebak arti kata dalam bahasa Inggris jika saya tidak tahu cara pengucapan atau makna kata dalam bahasa Inggris.*

Tabel 13 (compensation strategies)

Respondents answers	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	2	3	1	7%	15%	14%
Often	4	9	4	1	33%	20%	14%
Sometimes	3	9	4	3	33%	20%	43%
Rarely	2	4	2	0	15%	10%	0%
Never	1	3	7	2	11%	35%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From the table above, the researcher explains that in item 12, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 20 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 11 students out of 27 students (41%). whereas in class eleven IPS, 7 students answered always and often out of 20 students (35%), and in class eleven IPK, 2 students answered always and often out of 7 students (29%). So from the number of students who answered always and often, it can be concluded that the IPA was 41%. class always uses the strategy of" I use gestures to guess the meaning of an English word if I don't know the pronunciation or meaning of the word in English".

Statement 13: *Saya menggunakan kata yang familiar dalam bicara bahasa Inggris seperti rice-ice, know-now*

Tabel 14 (compensation strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	4	6	4	15%	30%	57%
Often	4	15	9	1	56%	45%	14%
Sometimes	3	4	2	1	15%	10%	14%
Rarely	2	3	1	1	11%	5%	14%
Never	1	1	2	0	4%	10%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From the table above, the researcher explains that in item 13, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 39 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 19 students out of 27 students (71%). whereas in class eleven IPS, 15 students answered always and often out of 20 students (75%), and in class eleven IPK, 5 students answered always and often out of 7 students (71%). So from the number of students who answered always and often, it can be concluded that the IPS (75%) class always uses the strategy of "I use words that are familiar in speaking English, such as rice-ice, know-now."

Statement 14 : *saya menggunakan bahasa ibu ketika saya lupa suatu kata dalam bahasa Inggris saat berbicara.*

Tabel 15 (compensation strategies)

Options	Scale	Respondens			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	4	2	1	15%	10%	14%
Often	4	8	7	3	30%	35%	43%
Sometimes	3	11	6	2	41%	30%	29%
Rarely	2	2	2	1	7%	10%	14%
Never	1	2	3	0	7%	15%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From table above, the researcher explains that in item 14, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 25 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 12 students out of 27 students (45%). whereas in class eleven IPS, 9 students answered always and often out of 20 students (45%), and in class eleven IPK, 4 students answered always and often out of 7 students (57%). So from the number of students who answered always and often, it can be concluded that the IPK (57%). class always uses the strategy of "I use my native language when I forget a word in English while speaking."

Statement 15: *Saya memilih topik yang familiar untuk berbicara bahasa Inggris seperti bercerita tentang Hobi, Family, Animal, etc.*

Tabel 16 (compensation strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	7	7	3	26%	35%	34%
Often	4	10	3	2	37%	15%	29%
Sometimes	3	10	8	2	37%	40%	29%

Rarely	2	0	1	0	0%	5%	0%
Never	1	0	1	0	0%	5%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From table 16 above, the researcher concluded that in item 15, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 32 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 17 students out of 27 students (63%). whereas in class eleven IPS, 10 students answered always and often out of 20 students (50%), and in class eleven IPK, 5 students answered always and often out of 7 students (63%). So from the number of students who answered always and often, it can be concluded that the IPS and IPK (63%) class always uses the strategy of "I choose topics that are familiar to speaking English, such as telling stories about hobbies, families, animals, etc".

The conclusion of all the items above related to compensation strategy is that the item that female students used the *most is* item 13, namely "I use words that are familiar in speaking English, such as rice-ice, know-now." The students who use this statement the most are female students in class eleventh IPS, as many as 39 students (75%), and the item that students use *the least is* item 11, namely "I use synonyms when speaking to overcome the limited vocabulary I have in English." At the eleventh grade IPA, there were 14 female students (37%). So from items 11–15 related to compensation strategies, researchers conclude that the students used the word familiar to communication using English. English, based on the results of interviews that have been conducted by researchers, students use Indonesian language to communicate if they forget the word in English.

4. Metacognitive Strategies

Statement 16: *Saya membuat list kata sebelum saya berbicara dalam bahasa Inggris.*

Tabel 17 (metacognitive strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	3	0	0	11%	0%	0%
Often	4	11	3	2	41%	15%	29%
Sometimes	3	7	5	1	26%	25%	14%
Rarely	2	6	8	2	22%	40%	29%
Never	1	0	4	2	0%	20%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From the table above The researcher describes that in item 16, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 19 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 14 students out of 27 students (52%). whereas in class eleven IPS, 3 students answered always and often out of 20 students (15%), and in class eleven IPK, 2 students answered always and often out of 7 students (29%). So from the number of students who answered always and often, it can be concluded that the IPA (52%). class always uses the strategy of "I make a list of words before I speak English."

Statement 17: *Saya mempersiapkan diri sebelum tampil berbicara seperti menghafal kata kalimat tertentu dalam bahasa Inggris.*

Tabel 18 (metacognitive strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	7	9	3	26%	45%	43%
Often	4	13	4	0	52%	20%	0%
Sometimes	3	4	3	3	15%	15%	43%
Rarely	2	2	2	0	7%	10%	0%
Never	1	1	2	1	4%	10%	14%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From the table above The researcher explained that in item 17, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 36 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 20 students out of 27 students (78%). whereas in class eleven IPS, 13 students answered always and often out of 20 students (65%), and in class eleven IPK, 3 students answered always and often out of 7 students (43%). So from the number of students who answered always and often, it can be concluded that the IPA (78%) class always uses the strategy of “I prepare myself before appearing to speak, such as by memorizing certain words and sentences in English”.

Statement 18: *Saya menyusun jadwal untuk belajar dan praktek bahasa Inggris secara konsisten.*

Tabel 19 (metacognitive strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	5	1	1	19%	5%	14%
Often	4	8	1	0	30%	5%	0%
Sometimes	3	6	9	3	22%	45%	43%
Rarely	2	8	8	1	30%	40%	14%
Never	1	0	1	2	0%	5%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From the table above, the researcher explained that in item 18, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 16 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 13 students out of 27 students (49%). whereas in class eleven, IPS 2 students answered always and often out of 20 students (10%), and in class eleven, IPK 1 students answered always and often out of 7 students (14%). So from the number of students who answered always and often, it can be concluded that the IPA (49%) class always uses the strategy of “I make a schedule to study and practice English consistently”.

Statement 19 : *Saya membuat rencana tentang apa yang akan saya raih dalam pembelajaran bahasa Inggris per hari atau per minggunya.*

Tabel 20 (metacognitive strategies)

Options	Respondents	Percentage
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	Scale	IPA	IPS	IPK	IPA	IPS	IPK
Always	5	2	0	1	7%	0%	14%
Often	4	10	5	0	37%	25%	0%
Sometimes	3	6	7	2	22%	35%	29%
Rarely	2	9	5	2	33%	25%	29%
Never	1	0	3	2	0%	15%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From the table above The researcher describes that in item 19, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 16 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 12 students out of 27 students (44%). whereas in class eleven IPS, 5 students answered always and often out of 20 students (25%), and in class eleven IPK 1, students answered always and often out of 7 students (14%). So from the number of students who answered always and often, it can be concluded that the IPA (44%) class always uses the strategy of "I make plans about what I will achieve in learning English day or week"

Statement 20: *Saya selalu mempersiapkan kamus bahasa Inggris untuk kelancaran berbicara saya.*

Tabel 21 (metacognitive strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	4	3	0	15%	15%	0%
Often	4	12	5	0	44%	25%	0%
Sometimes	3	7	10	5	26%	50%	71%
Rarely	2	4	1	2	15%	5%	29%
Never	1	0	1	0	0%	5%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

from table above, the researcher concluded that in item 20, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 24 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 16 students out of 27 students (59%). whereas in class eleven IPS, 8 students answered always and often out of 20 students (40%), and in class eleven IPK, 0 students answered always and often out of 7 students (0%). So from the number of students who answered always and often, it can be concluded that the IPA (59%) class always uses the strategy of "I always prepare an English dictionary for my fluency in speaking."

In conclusion of all the items above related to metacognitive strategy, the researcher concludes that the item that female students used the *most is item 17*, namely "I prepare myself before appearing to speak, such as by memorizing certain words and sentences in English." The students who use this statement the most are female students in class eleventh IPA, as many as 20 students (78%), and the item that students use *the least is item 19*, namely "I make plans about what I will achieve in learning English day or week." At the eleventh grade IPA, there were 18 female students (44%). So from all items related to metacognitive strategies, researchers conclude that they should prepare before they speak English.

5. Affective Strategies

Statement 21: *Saya melakukan relexasi terlebih dahulu seperti berdoa, menariknafas, untuk mengurangi kecemasan saat berbicara.*

Table 22 (affective strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	9	6	4	33%	30%	57%
Often	4	9	5	1	33%	25%	14%
Sometimes	3	6	4	1	22%	20%	14%
Rarely	2	2	0	1	7%	0%	14%
Never	1	1	5	0	4%	25%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From table 22 above, the researcher describes that in item 21, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 34 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 18 students out of 27 students (66%). whereas in class eleven IPS, 11 students answered always and often out of 20 students (55%), and in class eleven IPK, 5 students answered always and often out of 7 students (71%). So from the number of students who answered always and often, it can be concluded that the IPK (71%) class always uses the strategy of "I do relaxation first, such as praying and breathing, to reduce anxiety when speaking".

Statement 22 : *Saya memberikan motivasi kepada diri saya bahwa saya bisa berbicara bahasa Inggris*

Table 23 (affective strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	9	9	5	33%	45%	71%
Often	4	12	6	1	44%	30%	14%
Sometimes	3	5	4	1	19%	20%	14%
Rarely	2	1	1	0	4%	5%	0%
Never	1	0	0	0	0%	0%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From table 23 above, the researcher explained that in item 22 students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 42 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 21 students out of 27 students (77%). whereas in class eleven IPS, 15 students answered always and often out of 20 students (75%), and in class eleven IPK, 6 students answered always and often out of 7 students (85%). So from the number of students who answered always and often, it can be concluded that the IPK (85%) class always uses the strategy of "I motivate myself that I can speak English".

Statement 23 : *Saya sering melakukan kesalahan saat berbicara bahasa Inggris dan saya berusaha memperbaiki pengucapannya*

Table 24 (affective strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK

Always	5	8	8	5	30%	40%	71%
Often	4	14	7	1	52%	35%	14%
Sometimes	3	5	2	1	19%	10%	14%
Rarely	2	0	1	0	0%	5%	0%
Never	1	0	2	0	0%	10%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From table 24 above, the researcher explained that in item 23, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 43 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 22 students out of 27 students (82%). whereas in class eleven IPS, 15 students answered always and often out of 20 students (75%), and in class eleven IPK, 6 students answered always and often out of 7 students (85%). So from the number of students who answered always and often, it can be concluded that the IPK (85%) class always uses the strategy of "I often make mistakes when I speak English, and I try to improve my pronunciation."

Statement 24: *Saya meminta pendapat teman saya sejauh mana kemampuan speaking saya.*

Table 25 (affective strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	6	3	1	22%	15%	14%
Often	4	11	5	1	41%	25%	14%
Sometimes	3	6	5	2	22%	25%	29%
Rarely	2	4	2	2	15%	10%	29%
Never	1	0	5	1	0%	25%	0%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

From table 25 above, the researcher concluded that in item 24, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 27 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 17 students out of 27 students (63%). whereas in class eleven IPS, 8 students answered always and often out of 20 students (40%), and in class eleven IPK, 2 students answered always and often out of 7 students (29%). So from the number of students who answered always and often, it can be concluded that the IPA (63%) class always uses the strategy of "I asked my friend's opinion about the extent of my speaking ability."

Statement 25 : *Saya berusaha santai ketika saya grogi saat bicara bahasa inggris.*

Table 26 (affective strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	5	9	3	19%	45%	43%
Often	4	13	6	2	48%	30%	29%
Sometimes	3	6	3	2	22%	15%	29%
Rarely	2	3	1	0	11%	5%	0%
Never	1	0	1	0	0%	5%	0%
Number of students		27	20	7	100%	100%	100%

Total number of students	54
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From table 26 above, the researcher describes that in item 25, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 38 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 18 students out of 27 students (67%). whereas in class eleven IPS, 15 students answered always and often out of 20 students (45%), and in class eleven IPK, 5 students answered always and often out of 7 students (72%). So from the number of students who answered always and often, it can be concluded that the IPK (72%) class always uses the strategy of "I try to relax when I'm nervous when I speak English".

In the conclusion of all the items above related to affective strategy, the researcher concludes that the item used by female students the *most is item 22*, namely "I motivate myself so that I can speak English." The students who use this statement the most are female students in class eleventh IPK, as many as 42 students (85%) and the item that students use *the least is item 24*, namely ". I asked my friend's opinion about the extent of my speaking ability." At the eleventh grade IPA, there were 27 students (63%) who were female. So from item 22 related to affective strategies, the students motivate themselves to speak English. Based on the results of interviews conducted by researchers, students are also determined to speak English well.

6. Social Strategies

Statement 26 : *Saya berbicara bahasa Inggris saat berdiskusi dengan teman saya saat belajar di kelas.*

Tabel 27 (social strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	1	3	0	4%	15%	0%
Often	4	9	7	1	33%	35%	14%
Sometimes	3	13	4	2	48%	20%	29%
Rarely	2	4	3	2	15%	15%	29%
Never	1	0	3	2	0%	15%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students					54		

From table 27 above. The researcher describes that in item 26, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 21 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 10 students out of 27 students (37%). whereas in class eleven IPS, 10 students answered always and often out of 20 students (40%), and in class eleven IPK 1, students answered always and often out of 7 students (14%). So from the number of students who answered always and often, it can be concluded that the IPS 10 students (40%). class always uses the strategy of " I speak English when discussing with my friends while studying in class".

Statement 27 : *Saya berteman dengan orang pandai berbahasa Inggris untuk melatih kemampuan berbicara saya*

Tabel 28 (social strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK

Always	5	5	2	2	19%	10%	29%
Often	4	9	5	3	33%	25%	43%
Sometimes	3	12	10	1	44%	50%	14%
Rarely	2	1	0	0	4%	0%	0%
Never	1	0	3	1	0%	15%	14%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

Based on the table above, the researcher explained that in item 27, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 26 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 14 students out of 27 students (52%). whereas in class eleven IPS, 7 students answered always and often out of 20 students (35%), and in class eleven IPK, 5 students answered always and often out of 7 students (72%). So from the number of students who answered always and often, it can be concluded that the IPK 5 (72%) class always uses the strategy of "I make friends with good English speakers to practice my speaking skills".

Statement 28 : *Saya berbicara menggunakan bahasa Inggris ketika saya berinteraksi dengan seseorang di lingkungan sekolah maupun di luar sekolah.*

Table 29 (social strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	6	3	2	22%	15%	29%
Often	4	13	8	1	48%	40%	14%
Sometimes	3	4	5	1	15%	25%	14%
Rarely	2	4	3	2	15%	15%	29%
Never	1	0	1	1	0%	5%	14%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

Based on the table above, the researcher explained that in item 28, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 33 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 19 students out of 27 students (70%). whereas in class eleven IPS, 11 students answered always and often out of 20 students (55%), and in class eleven IPK, 3 students answered always and often out of 7 students (43%). So from the number of students who answered always and often, it can be concluded that the IPA was 19 (70%). class always uses the strategy of "I speak English when I interact with someone in the school environment or outside of school.

Statement 29 : *Saya meminta koreksi dari teman saya ketika saya salah dalam pengucapan kata saat berbicara bahasa Inggris*

Tabel 30 (social strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	6	4	3	22%	20%	43%
Often	4	11	10	0	41%	50%	0%
Sometimes	3	7	1	3	26%	5%	43%
Rarely	2	3	3	1	11%	15%	14%
Never	1	0	2	0	0%	10%	0%

Number of students	27	20	7	100%	100%	100%
Total number of students	54					

Based on the table above, the researcher explained that in item 29, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 34 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 17 students out of 27 students (63%). whereas in class eleven IPS, 14 students answered always and often out of 20 students (70%), and in class eleven IPK, 3 students answered always and often out of 7 students (43%). So from the number of students who answered always and often, it can be concluded that the IPS was 14 (70%). class always uses the strategy of "I asked for correction from my friend when I made a mistake in pronouncing words while speaking English.

Statement 30 : *Saya melakukan conversation secara berpasangan saat belajar bahasa Inggris di kelas.*

Tabel 31 (social strategies)

Options	Scale	Respondents			Percentage		
		IPA	IPS	IPK	IPA	IPS	IPK
Always	5	7	8	2	26%	40%	29%
Often	4	12	9	2	44%	45%	29%
Sometimes	3	8	2	1	30%	10%	14%
Rarely	2	0	0	0	0%	0%	0%
Never	1	0	1	2	0%	5%	29%
Number of students		27	20	7	100%	100%	100%
Total number of students		54					

Based on the table above, the researcher describes that in item 30, students who answered always and often were categorized as having always used this strategy. From the table above, the researcher concluded that there were around 40 students who answered always and often out of 54 students. So from the data above, in the eleventh IPA class that answered always and often, there were 19 students out of 27 students (70%). whereas in class eleven IPS, 17 students answered always and often out of 20 students (85%), and in class eleven IPK, 4 students answered always and often out of 7 students (58%). So from the number of students who answered always and often, it can be concluded that the IPS 17 (85%) class always uses the strategy of "I do conversations in pairs when studying English in class".

The conclusion of all the items above related to social strategy, the item that female students used the *most is item 30*, namely "I do conversations in pairs when studying English in class". The students who use this statement the most are female students in class eleventh IPS as many as 17 (85%) and the item that students use *the least is item 26*, namely "I speak English when discussing with my friends while studying in class". There were 10 students (37%) female students at eleventh grade IPA. So from item 30 researcher conclude that the students doing conversation when they are learn Enggilsh, based on the results of interviews conducted by researchers that students are required to use English when learning English.

The conclusion of all the strategies 30 statements above related to memory strategies, cognitive strategies, compensation strategies, metacognitive, affective strategies ,and social str ategies. The first strategies is memori strategy, all of items above related to memory strategy the item that female students used the *most is item 5*, namely "I listen to English music to train my memory in pronouncing English words" The students who use this statement the most are female students in class eleventh IPS as

many as 16 students (80%) and the item that students use *the least is item 3*, namely "*I make a list of words or sentences that I want to say before speaking English*" There were 9 (34%) female students at eleventh grade IPA. The second is cognitive strategy all the items above related to cognitive strategy, the item that female students used the *most is item 10*, namely "*I often listen to songs in English and follow the lyrics to practice my fluency*" The students who use this statement the most are female students in class eleventh IPS as many as 19 students (95%) and the item that students use *the least is item 9*, namely "*When I watch TV or movies or listen to the radio in English I record every word I hear and read*" There were 3 (43%) female students at eleventh grade IPK. The Third of all the items above related to compensation strategy, the item that female students used the *most is item 13*, namely "*I use words that are familiar in speaking English such as rice-ice, know-now.*". The students who use this statement the most are female students in class eleventh IPS as many as 39 students (75%) and the item that students use *the least is item 11*, namely "*I use synonyms when speaking to overcome the limited vocabulary I have in English.*" There were 14 students (37%) female students at eleventh grade IPA. The fourth of all the items above related to metacognitive strategy, the item that female students used the *most is item 17*, namely "*I prepare myself before appearing to speak such as memorizing certain words and sentences in English*". The students who use this statement the most are female students in class eleventh IPA as many as 36 students (78%) and the item that students use *the least is item 19*, namely "*I make plans about what I will achieve in learning English day or week*" There were 18 students (44%) female students at eleventh grade IPA. The fifth of all the items above related to affective strategy, the item that female students used the *most is item 22*, namely "*I motivate myself that I can speak English*". The students who use this statement the most are female students in class eleventh IPK as many as 42 students (85%) and the item that students use *the least is item 24*, namely "*I asked my friend's opinion about the extent of my speaking ability.*" There were 27 students (63%) female students at eleventh grade IPA. The last of all the items above related to social strategy, the item that female students used the *most is item 30*, namely "*I do conversations in pairs when studying English in class*". The students who use this statement the most are female students in class eleventh IPS as many as 40 (85%) and the item that students use *the least is item 26*, namely "*I speak English when discussing with my friends while studying in class*". There were 21 students (37%) female students at eleventh grade IPA. So of all statements above strategies the most used by female students at Pondok Pesantren Modern Dinnyyah Pasia is *cognitive strategies in item 10* which was answered by 19(95%) students of class XI IPS. And the strategy that was least used was the *memory strategy in item 3* which was answered by 9 (34%)students of class XI IPA.

Discussions

Based on the result of the data analysis, the research aimed to find out the research question in this research were the strategies used by female students to improve speaking fluency, and the most and least strategy used by female students to improve speaking.

According to Oxford, there are two ways to use it second language learning strategy. First is the direct learning strategy (direct strategy) and the second is an indirect learning strategy (indirect strategy) (Oxford, 1990). Direct strategies is memory strategies, cognitive strategies, and compensation strategies, and indirect strategies is metacognitive strategies ,affective strategies, and social strategies. It can be used by female strategies used by the students to improve speaking fluency.

The most strategy used by female students at Pondok Pesantren Modern Dinnyyah Pasia is *cognitive strategies*. Cognitive strategies is were all deep learner behaviors teaching and learning processes related to the used of thinking power, used of intellect by practicing, receiving, and sending messages, analyzing and reasoning, and creating structures for input and output. The result of analysis in this research is the most strategy

used by female students related to *item 10* from questionnaire, the strategy is "I like to listen to English songs and follow the lyrics." which was answered by female students 19 (95%) students of class XI .IPS. Female students like the songs English because Music has patterns and repetition, which can help the students remember the structure of English sentences and phrases. Listening to the song repeatedly can help the students reinforce the language patterns used in the song, making it easier to use these structures when speaking. And the Music has a strong emotional appeal. Listening to English songs that touch the heart and have personal meaning can increase interest and motivation in learning the language. When a person is emotionally involved, learning can be more effective because it is easier to absorb information and remember it. So from the statements, researcher concluded that in learning usually female students used their feelings to understanding a language because they always involve feelings in understanding something and the strategy that was least used was the *memory strategy*. Memory strategies in speaking fluency refer to techniques or approaches that individuals use to enhance their ability to remember and retrieve information during spoken communication. These strategies are particularly useful for language learners or individuals seeking to improve their fluency in a second language. The *item 3* which was answered by the students 9 (34%), the strategy related to memory strategies in item 3 is "I make a list of words in English before speaking" students of class XI IPA.

CONCLUSION

Based on finding of the research about learning strategies to improve speaking fluency related the most and least strategy used by students to improve speaking fluency researcher concluded that: the most strategy used by female students at Pondok Pesantren Modern Dinnyah Pasia is cognitive strategies. Cognitive strategies is were all deep learner behaviors teaching and learning processes related to the used of thinking power, used of intellect by practicing, receiving, and sending messages, analyzing and reasoning, and creating structures for input and output. The result of analysis in this research is the most strategy used by female students related in item 10 from questionnaire, the strategy is "I like to listen to English songs and follow the lyrics." which was answered by female students 19 (95%) students of class XI .IPS. Female students like the songs English because Music has patterns and repetition, which can help the students remember the structure of English sentences and phrases. Listening to the song repeatedly can help the students reinforce the language patterns used in the song, making it easier to use these structures when speaking. And the Music has a strong emotional appeal. Listening to English songs that touch the heart and have personal meaning can increase interest and motivation in learning the language. When a person is emotionally involved, learning can be more effective because it is easier to absorb information and remember it. So from the statements, researcher concluded that in learning usually female students used their feelings to understanding a language because they always involve feelings in understanding something. And strategy least used by students is Memory Strategies. Based on the analysis of this research the item 3 which was answered by the students 9 (34%), related to memory strategies in item 3 is "I make a list of words in English before speaking" students of class XI IPA. Made vocabulary notebooks it can be Keeping a dedicated notebook to jot down new words, expressions, and phrases encountered during language learning. Reviewing these notes regularly reinforces memory, related statement above the female students in major IPA do not too fond of making word notes in English, maybe the female students in eleventh grade of major IPA usually practice in English.

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