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**| RESEARCH ARTICLE**

## **Investigating Direct Speaking Strategies of Non-English-majored Students at a University in Dong Nai Province**

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**| ABSTRACT**

English communication skills are now considered a passport-like requirement for students seeking a secure profession with a higher wage. Additionally, English proficiency is thought to be one of the variables affecting the success of foreign businesses investing in Vietnam, as well as Vietnamese businesses looking to collaborate internationally to develop their brands into new markets abroad. The integration of various linguistic skills demonstrates the value of speaking. The main objective of this study was to investigate the frequency and importance of using direct speaking strategies by non-English-majored students at Dong Nai Technology University. The study involved 90 students who are second-year undergraduate students at Dong Nai Technology University in Bien Hoa city, Dong Nai province. At the time of the study, the participants were aged 18-19, and they had already attained elementary level. This research uses questionnaires and interviews by applying the SPSS application to analyze the main points relating to the research questions. According to research, direct speaking strategies significantly affect the English speaking skills of Dong Nai Technology University students. At the same time, the difficulties and orientations when learning speaking skills using direct speaking strategies were revealed in the conclusion of the study. To maximize direct speaking strategies and advance the field of study, recommendations have been made for non-English-majored students.

**| KEYWORDS**

Speaking, direct strategies, non-English-majored, sophomore.

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### **1. Introduction**

*This chapter presents the background of the study, states the problem, identifies the objective of the study, asserts the research questions, presents the significance of the study, specifies the scope of the study, and draws a brief look over the study's structure.*

#### **1.1. Background of the Study**

Efrizal (2012) showed that speaking is very important for human contact because people communicate all the time and everywhere. Oral communication of ideas and messages is done by speaking. If we want to motivate pupils to speak in English, we should actually utilize the language and invite them to follow suit.

One of the most crucial abilities to cultivate and improve for effective communication is speaking; one of the most challenging facets of language learning is also speaking. It might be challenging for many language learners to express themselves verbally. In general, they have trouble adequately expressing themselves in a foreign language. They stop speaking when they run against psychological roadblocks or run out of appropriate phrases and expressions. Speaking comes naturally to people before they learn to read and write. Humans interact with language more frequently orally than they do in written form on any given day. The ability to speak is the most crucial one because it is a prerequisite for carrying on a discussion. Speaking in English requires knowledge of several important things, including pronunciation, grammar, vocabulary, fluency, and comprehension. To connect with others successfully and simply, learners need to have a sufficient command of the English language. Moreover, the ability to communicate

in English has become a worldwide language and is like a passport in helping students get a stable career with a higher salary. In addition, English is considered one of the factors determining the success of foreign companies investing in Vietnam, as well as Vietnamese companies seeking international cooperation to expand their brands to other countries in a new market. The integration of the other language abilities shows the importance of speaking. Speaking to others can improve a learner's vocabulary, grammar, and writing abilities. Students can chat, analyze, and demonstrate how different forms of language might be used to convey their thoughts, feelings, and stories. Speaking is essential outside of the classroom. Therefore, language speakers have a greater chance of getting hired by various businesses and organizations. Not only that, fluency in English helps local and national students acquire and develop new skills and knowledge in daily life when traveling or participating in the study and learning any new knowledge from abroad. Bueno, Madrid, & McLaren (2006) clarified that in language learning, foreign language learners are faced with Speaking - the most difficult skill in English. Although learners have put a lot of effort and time into learning English, they cannot create a fluent spoken conversation. The purpose of learning English speaking skills is to communicate effectively in different situations (Fauziati, 2010). Many universities in Vietnam have been and will promote reform of educational programs to help students improve their learning quality, especially with the goal of helping graduates apply their acquired knowledge to live and work professionally; at the same time, students' ability to communicate in English is a big problem for all universities, notwithstanding the Dong Nai University of Technology. This is because speaking skill is considered the most difficult of all skills in English as it requires good psychological and linguistic skills of learners for students to be able to speak English well (Al Hosni, 2014; Riyaz & Mullick, 2016). Yang (1999) states that appropriate English learning activities will help students take responsibility for their own learning and succeed in using English.

This difficulty has been focused on by researchers for a long time, and in recent years, They found that conscious behaviors or steps that help learners receive, store, remember, and create new information are called learning strategies (Oxford, 2011). It can be said that a learning skill or strategy is a student's approach to knowledge to achieve academic success. There are a variety of different skills in the process of absorbing, remembering, and processing information to help non-English-majored students maximize their learning ability. This is true according to the research of Oxford (2011), Oxford et al. (1995), and Nunan (2010); learners tend to use appropriate learning strategies leading to success that will help learners achieve success and highest achievement compared to other learners at different stages. In other words, a good study strategy will help learners gain more chances of success leading to career advancement and life satisfaction. In this article, Boonkit (2010) conducted research on the variables influencing the growth of learners' speaking abilities. The findings indicated that a useful tactic to lessen speakers' nervousness is the employment of appropriate speaking-skill-building exercises. The findings also showed that the freedom of topic selection encouraged participants to feel at ease, encouraged them to speak English, and boosted EFL learners' speaking confidence. Many studies have proven that learners should maintain English speaking practice time every day or create opportunities to use communication strategies with native speakers as well as cultural exchanges to improve their ability to improve their English speaking skills (Riyaz and Mullick (2016)). In detail, learners need to practice speaking skills every day for a certain amount of time, such as talking with friends, interacting with online communities using audio and text messages; listening to music, watching TV; reading stories, and traveling abroad, ... will help them improve their speaking skills and achieve their communication goals. The above studies have investigated the use of English speaking strategies by non-specialists, which rationalizes the existence of this study, demonstrating that the study was born to answer the research questions adequately saved.

More specifically, in the context of Vietnamese education, Dong Nai University of Technology is a private higher education institution directly under the People's Committee of Bien Hoa city, Dong Nai province, and under the management of the Ministry of Education and Training. This is an educational institution with 16 undergraduate majors and provides specific training courses for both faculty and students to improve professional qualifications and scientific research; International cooperation activities are particularly valued by the University, so in the past time, the University has established the Department of Scientific Research and International Cooperation to connect and expand this activity for the purpose of exchange academically, exchange lecturers and students, learn from experiences in training and scientific research, and look forward to linking activities with training programs in the coming time. Digital transformation is becoming an inevitable trend worldwide, an important solution to bring Vietnam to fast and sustainable development. In particular, education is an area that is being encouraged and prioritized by the Vietnamese Government to promote digital transformation. Although there are still many challenges to overcome in the process of implementation, if implemented, it will bring many benefits to university administration, university institutions, and society. With the determination to promote digital transformation in the education industry, Dong Nai University of Technology has formed a strategy to become a digital university, which inevitably requires students with many skills to become successful professionals, real learning, and help the country.

The school signed a human resource training contract with Bulacan National University - the Philippines on October 9th, 2011, with the content: Exchanging training management experiences between the two sides, exchanging academic documents, consulting training programs, and assisting in sourcing equipment for training between the two sides for a number of specialties such as nursing, information technology, environmental engineering, food technology, electronic. Implement the exchange of

lecturers and students between the two schools in order to exchange experiences, improve learning capacity and teaching skills, and enhance the ability to use foreign languages. Bulacan National University - Philippines supports the training and retraining of managers at masters and doctoral levels for managers of the Dong Nai University of Technology in accordance with the standards of the master's and doctoral degree programs Bulacan's Ph.D.

Students of the Dong Nai University of Technology have achieved many good achievements in both academic and research activities. The first prize in the Vietnam Innovator Competition with Intel Galileo in 2016 went to Dong Nai University of Technology. The Dong Nai University of Technology was honored to be issued an accreditation certificate by the Hanoi National University Accreditation Center with a satisfactory rate of 83.6% in 2018. 30th June 2018; at the same time, this student won the silver prize at the 5th International Rice Oil Conference held in Hanoi. Dong Nai Technology University was honored to win many high prizes in Scientific Innovation of Dong Nai province. Moreover, Dong Nai Technology University was ranked in the top 100 best universities to study in Vietnam in 2017 through the assessment of the above indicators into four main achievement groups: resources, academic quality, and training environment to create schools with a community impact index on Webometrics. By 2030, Dong Nai University of Technology will become an advanced applied university in and out of the region; with a modern educational environment, learners have the ability to compete and adapt to the global economy.

The strategic goal of the school is to build a modern management system and complete the necessary conditions to train quality human resources to meet the requirements of businesses and society in the digital technology era, contributing to the development of human resources; socio-economic development of the country and region; building the University to become a prestigious applied university in the top 20 non-public universities in the country and top 100 universities in the neighboring countries. With the mission of training quality human resources based on technology and experience; applied research, and knowledge transfer to meet social needs, international integration, and sustainable development; In other words, Dong Nai University of Technology is a university of application, training quality human resources, meeting the needs of socio-economic development and international integration, so English plays an essential role to help students integrate; However, learning speaking skills of students, especially non-specialized students, still faces many difficulties, because learning English requires learners to have a connection between the principles of the active learning method suitable for participating in extracurricular activities to meet their diverse needs. Therefore, in order to maximize students' English speaking ability, the problem in teaching is to come up with effective speaking strategies for non-specialized students. Carefully considering this issue, this study came to the decision to investigate the strategic use of English by second-year non-major learners at the Dong Nai University of Technology. It is hoped that the results of the study will contribute to the improvement of English speaking skills of non-specialized students at universities in Vietnam as well as in the world.

## **1.2. Research Objectives**

Students of the Dong Nai University of Technology, especially non-English majors, are facing various challenges when developing their speaking skills, such as limited vocabulary and sentence structure, does not recognize English sounds, lack of confidence in communication, thinking in Vietnamese and then translating into English. Not only that, students nowadays would be the future-the generation that absorbs and changes with the times the most in any era. In language learning, this young generation knows how to refresh and hone their abilities. However, in a country where English is not the national language like Vietnam, difficulties in learning foreign languages are inevitable.

There are some main limitations that are serious to students' learning. The first is the lack of vocabulary and weak grammar. Although it is not a national language, it must be admitted that the Latin alphabet available in Vietnam creates both advantages and disadvantages in learning English compared to countries using hieroglyphs. However, the sentence structure and limited vocabulary make many students difficult to learn English. Just remove the prejudice against learning English for people who have lost their roots; students will do everything. Mahripah (2014) asserts that phonology, syntax, vocabulary, and semantics, as well as psychological elements like motivation and personality, have an impact on EFL learners' speaking ability.

For EFL learners, learning phonology is a challenging element of language learning. English is not a phonetic language, as is well known. EFL students should be familiar with words and sentences. They should be able to understand how words are broken up into various sounds and how sentences are stressed out in particular ways. To Latha (2012), the accurate application and understanding of the English language's grammatical structure can help speakers become more fluent. Due to their familiarity with the language, native speakers may express themselves freely. When conveying certain ideas, they attempt to find other means of doing so. They may make some syntactical errors, but these errors do not alter the content of the sentences they intend to express, and this does not seriously impair the listeners' ability to understand them.

That is, English words' pronunciations do not correspond to their spellings. Because of their surrounding circumstances, such as tenses and phonemes that occur after them, words with similar spellings may occasionally be pronounced differently. For non-native English speakers, this can lead to a lot of issues, and occasionally they have trouble forming English words. The next difficulty in learning English is limited listening skills. The structure of English includes vowels, consonants, stress, and intonation; most

students often forget how to stress English sounds and speak without intonation. This greatly hinders communication. Since then, when you hear a native speaker pronounce it, you can't recognize it because normally, you remember that word in a completely different way. And vice versa when you express native speakers also do not understand what you are trying to say. Low self-esteem in communication is also a difficulty when learning to communicate in English. Psychology is a big barrier, directly affecting the process of improving English communication. People who are often afraid of saying the wrong thing and writing a lot of mistakes will be afraid to communicate in English, and this can only be overcome if you want to fix it. Be more open and positive in the psychological aspect; just think about learning because when communication becomes an obsession, learning English well will become even more distant. The most common mistake that every student makes is switching from English to Vietnamese in their thinking. This is what makes it difficult to learn English when communicating as well as writing articles because it forms a bad habit that makes you unable to reflect on English well. Students should practice listening and associating images instead of translating them into Vietnamese to react quickly and not take much time to think. Of course, this is the common practice of Vietnamese students when conquering the journey of mastering English. But usually, the difficulties encountered by Vietnamese students when learning foreign languages are arranged in stages of popularity. Some of them are not having clear purposes when studying English; their study is just because the school program has that subject and applies the output standards. You often only learn foreign languages to cope with exams or follow your parents' dreams to get a certificate and then "pay the teacher" after a while of not touching it. Therefore, it is not difficult to understand when many students learn English from the first year, but their skills are still standing still.

Entering a sophomore year of English is something difficult, hard to learn because you already have a serious illness – the disease of laziness, the disease of lack of patience. That is the consequence of studying without a purpose in the first year, not creating excitement right from the start to learn English, and then when the level of vocabulary increases, the grammar becomes more difficult, leading to boredom, then quitting. Not only that, but learning without the right method is also something that many of you encounter because, of course, there are more than 10 million results within 0.61 seconds of searching for "how to learn a foreign language". Another difficulty is that there is no communication environment, shyness to communicate and lack of confidence, and unsuccessful because of chasing new things.

According to the survey results, there are many people who start to learn English from primary school, but by the time they go to university, their vocabulary and sentence structure are still relatively small because the way they learn to take notes many times is still common effective for memorization and communication. This problem can be improved if you learn vocabulary by enhancing communication, imagining communication situations to be able to form natural reflexes in a real communication situation, or integrating learning into everyday life. That is the main reason why researchers are interested in the effectiveness of applying direct speaking strategies when learning foreign languages and speaking skills when practicing communication. That is also a great concern of other English teachers at Dong Nai Technology University. Therefore, a study on the perception of non-English major students towards direct speaking strategies is quite necessary at this university.

The main reason is that English learning today needs to have a relationship between the concepts of integrated learning methods and the model of participating in extracurricular activities to meet the different needs of students. Therefore, the difficulty in the teaching process is to come up with effective speaking strategies for non-specialists in order to maximize the students' English speaking ability. Faced with this problem, researchers at the Dong Nai University of Technology, Vietnam, decided to investigate the use of English speaking skills by non-specialized students.

The main objective of the thesis is to investigate the frequency with which non-English-majored students at the Dong Nai University of Technology use direct speaking strategies, as well as their attitudes towards the use of these strategies to help them speak English. The two specific goals are as follows:

- + To find out the frequency of non-major learners using the direct speaking strategy at Dong Nai University of Technology, Dong Nai, Vietnam.
- + To determine the attitudes of non-specialized learners towards using direct speaking strategies to support their learning at the Dong Nai University of Technology, Dong Nai, Vietnam.

### **1.3. Research Questions**

From the above objectives, two corresponding research questions are shown below:

- 1) Do non-majored learners use direct speaking strategies when studying English speaking skills at Dong Nai Technology University in Dong Nai, Vietnam? What are they? How frequently do they use the following direct speaking strategies?
- 2) What are the attitudes of non-majored learners towards using direct speaking strategies to assist their learning at Dong Nai Technology University in Dong Nai, Vietnam?

#### 1.4. **Scope of Study**

An investigative study was carried out on 90 non-majored learners participating in General English courses based on Speak Out curriculum at the Dong Nai University of Technology, located in Bien Hoa City, Dong Nai Province, using direct speaking strategies to acquire the best speaking achievements. The topic mainly focuses on surveying 90 second-year non-English majors in the class of 2020 who are studying English with a degree at Dong Nai University of Technology. However, not all students of this university get to experience taking the survey, especially non-English majors, many of whom are not really interested in learning English. Therefore, this paper does not reveal the basic factors for non-English major students at all levels here. Instead, the study demonstrates how second-year non-English majors perceive what they can get from direct speaking strategies in a short time, about one to three years. The researcher only focuses on the frequency of using cognitive, effective, and applied behaviors of direct speaking strategies by non-English major students for speaking activities.

#### 1.5. **Significance of Study**

Theoretically, the purpose of this study is to:

- Synthesize and contribute to the existing literature on the use of direct speaking strategies by second-year non-major learners at a University.
- Explore specific strategies to help non-major learners have better English speaking skills at a university in Vietnam.

In fact, the researcher would expect that the findings from this study:

- It will help English language professionals and educators evaluate having a resource for developing appropriate learning strategies for non-English majors speaking.
- It will assist students in discovering specific English learning strategies that are right for themselves and best improve their English speaking skills through the strategies listed in this research paper.

#### 1.6. **Organization of the Study**

This paper consists of five chapters, which are (1) Introduction, (2) Literature review, (3) Methodology, (4) Findings and Discussion, and (5) Conclusion.

The paper begins with an Introduction chapter that provides the background and rationale for conducting the research. In this chapter, the research objectives and questions are also presented, followed by the research scope. The second chapter, entitled Literature Review, provides a brief assessment of learning a speaking skill and speaking strategies for non-majored learners. This chapter serves as a theoretical framework for designing research tools and interpreting research results. The Methodology chapter provides a clear picture of the research process by detailing the context, participants, data collection tools, data analysis procedures, and diagrams. In the Findings and Discussion chapter, the collected data will be analyzed and presented, followed by a discussion of the findings. The paper ends with a concluding chapter where key findings and pedagogical recommendations are presented, along with limitations of the study and recommendations for further research.

## 2: Literature Review

*In this chapter, related literature that provides a theoretical base for the current study is reviewed. It starts with definitions of speaking skills, Language learning strategy, and Speaking strategy. Then, Language learning strategy classification, Direct speaking strategies, and Language learning strategies for non-majored learners are discussed. Thirdly, a whole picture of recent studies related to language learning strategies in speaking skills is analyzed. This chapter ends by presenting the conceptual framework of the study, which is built up in order to guide the research.*

### 2.1. **Definition of terms**

#### 2.1.1. **Speaking skill**

According to Oxford Advanced Learners' Dictionary, the verb "speak" is defined as using voice to talk with somebody about something or to have a conversation with somebody. The characteristics of speaking involve linguistic, sociolinguistic, and pragmatic knowledge; is interactive; necessitates the capability to cooperate in the management of speaking turns; occurs at the moment with limited opportunity for preparation, and demands the capacity to marshal a store of memorized lexical chunks.

Speaking is defined in the Webster New World Dictionary as saying things aloud, communicating through talking, expressing an opinion, and giving a speech. Speaking was described as an interactive process of meaning-making by Brown (1994) and Burns and Joyce (1997) that comprises producing, receiving, and processing information.

Bygate (1987) defined speaking as the act of producing auditory signals that cause listeners to respond verbally in a variety of ways. It is thought to systematically combine sounds to create meaningful phrases. Speaking has been described as a two-way

activity, including the genuine transmission of ideas, facts, or emotions. According to this top-down perspective, spoken texts represent a collaboration between two or more people throughout shared time and shared information.

In different situations, people will communicate with each other by sharing ideas through speech or non-verbal language, defined as "speaking" (Chaney (1998)).

According to Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006), speaking is considered a two-way information interaction, including one-way expressing opinions, information, beliefs, or feelings; the other dimension reflects ideas on different topics. Lai-Mei Leong & Seyedeh Masoumeh Ahmadi (2017) have also mentioned the term "speaking" in language learning.

Through speaking, people can transfer their ideas, knowledge, or information to others. Speaking is a linguistic ability that is widely acknowledged as being a necessary one for all individuals around the globe (Kaniadewi, Sundayana, and Purnawarman, 2017). Thus, speaking is not only being able to make utterances but also being able to produce meaningful sentences in that language and appropriate to social contexts. This ability is vital and needed by people to interact with others.

It is concluded that speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. In other words, speaking is the delivery of language through the mouth. When delivering speaking, people create sounds using different parts of their body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips together.

### ***2.1.2. Learning speaking skills***

According to Richards and Rodgers (2001), the speaking ability was neglected in classes using traditional approaches in favor of reading and writing proficiency. For instance, speaking and listening abilities were not given much weight in The Grammar-Translation technique, whereas reading and writing skills were. Speaking is the most crucial and essential language skill for effective communication, according to Ur (2000), among the four skills of listening, speaking, reading, and writing.

Ambrose et al. (2010) proved that the process of changing learners' knowledge, attitude, or behavior to improve the learning efficiency of future targets is defined by the definition of the term "learning".

Learning a speaking skill in English can be considered as the process of using human knowledge, attitudes, or behaviors to communicate and interact with other people in daily life to succeed in communication at present and in the future through sharing ideas verbally or non-verbally.

To conclude, as mentioned above, learning speaking skills in English is defined as the process of changing learners' attitudes or manners to achieve successful goals in learning.

### ***2.1.3. Language learning strategy***

Learning techniques are actions that students take to improve their learning. By actively utilizing language learning tools, students can take charge of their own education by improving their language abilities, self-assurance, and drive.

The often-conscious actions used by language learners to improve the acquisition, storage, retention, recall, and use of new information are referred to as language learning strategies by Oxford (1989).

Based on Cambridge Dictionary, a strategy, which is a blueprint or a planning skill, helps learners to achieve success in specific situations. In other words, the definition of the term "strategy" means a well-prepared planning skill to support students gaining success.

Another definition from Greek is that strategy is understood as an overall plan to achieve long-term goals with certainty through specific ways. In other words, if learners have their own learning strategies, they obviously gain good results.

In summary, a language learning strategy is viewed as a detailed step-by-step plan that is devised and consciously acted upon by language learners, which improves learners' proficiency and confidence in learning a certain language. To be concluded, learners can enhance their learning by using learning strategies. Through learning strategies, students can take charge of their education by developing their language abilities, increasing their enthusiasm to learn, and boosting their self-assurance.

### ***2.1.4. Speaking Strategy***

The term "speaking" has been defined in a wide variety of ways by language acquisition experts as followings:

Learning a second language requires a lot of speaking. Speaking has been undervalued in schools and colleges despite its significance for a variety of reasons, including the focus on grammar and unfavorable teacher-student ratios. Speaking has not been tested since it is difficult to evaluate it objectively because speaking exams take a long time to complete (Clifford, 1987).

Based on Richards (1990), many students of English as a Foreign Language or English as a Second Language choose to master English speaking skills. Language learners occasionally gauge their language learning progress based on how much their spoken language skills have improved. Teachers and textbooks either employ direct methods that focus on specific components of oral contact, such as turn-taking and topic management, or indirect methods that create opportunities for oral engagement through group work, task work, and other techniques.

Speaking is a skill that both first- and second-language learners should focus on developing. Nuna (1995) stated that the most crucial part of learning a second or foreign language is developing speaking abilities, and proficiency is determined by one's capacity to carry on a conversation in that language.

Ur (1996) revealed that one of the four language skills, speaking, is the most crucial since people who acquire a language are known as speakers of that language. The primary goal of teaching English is to provide students with the skills necessary to communicate successfully in English (Davies & Pearse, 2000). However, it appears that language learners lack the necessary expertise in this area because they are unable to speak clearly and effectively.

Human communication is a difficult process, according to Prieto (2007). People require communication in order to express themselves and share information. When communicating with someone, speakers utilize language to tell them about a situation. Speakers use language to achieve their own objectives then it is aimed at speakers. For efficient communication, both presenters and listeners should be present at the same moment.

One of the four language skills, along with reading, writing, and listening, is speaking. It's known as a fruitful skill. According to Chaney's research in 1998, speaking is defined as the process of creating and exchanging meaning in a variety of circumstances using both verbal and nonverbal signals.

Varela (1999), in turn, carried out a study that looked into how strategy training affected the oral presentation skills of 41 English language learners in the USA. Improvement in oral performance and greater dependence on techniques were the results of the intervention that focused on the strategies of grouping, selective attention, cooperation, self-talk, note-taking, and self-assessment. Additionally, a link between the experimental group's employment of techniques and achievement was found to be beneficial.

According to Faucette's (2001) definition, communication strategies are "the means by which a particular speaker manages to fill in this gap between what she desires to say and her instantly available language resources". Based on Pawlak's (2015) research, for the majority of learners, it is the ability to engage in successful oral communication that motivates their motivation to study a specific foreign language, whether this success is characterized as gaining native-like competence or merely getting messages across.

In conclusion, the majority of speaking strategy research to date has concentrated on communication strategies that have been systematically researched, as can be seen from the overview above, even though they have obviously lost favor with scholars in recent years.

### **2.1.5. Language learning strategy classification**

The differentiation between strategies used for diverse goals, such as communicating, performing in the language, retrieving information, and the activities of speaking, listening, reading, and writing, to mention a few, have resulted from strategy research.

Rubin's (1981) investigation explored strategies such as clarify/verify, conjecture/inductive, infer, practice, memorize, and follow. From the above results, it is clearly seen that these strategies may lead to numerous successes. Language strategy was split into three dimensions by O'Malley and Chamot (1990): metacognitive strategy, cognitive strategy, and socio-emotional strategy.

According to the research cited above, O'Malley & Chamot (1990); Oxford (1990); Rubin (1981); and Tudor (1996) all contributed to the creation and development of various taxonomies.

Oxford (1990) developed a classification system that divides strategies into direct and indirect strategies, with direct strategies being those that are "directly related to the target language" and indirect strategies being those that "provide indirect support for language learning through focus, planning, assessment, pricing, opportunity seeking, anxiety management, increased cooperation

and empathy, and other means." Mnemonic, cognitive, and compensatory strategies are direct tactics, whereas metacognitive, emotional, and social strategies are indirect strategies.

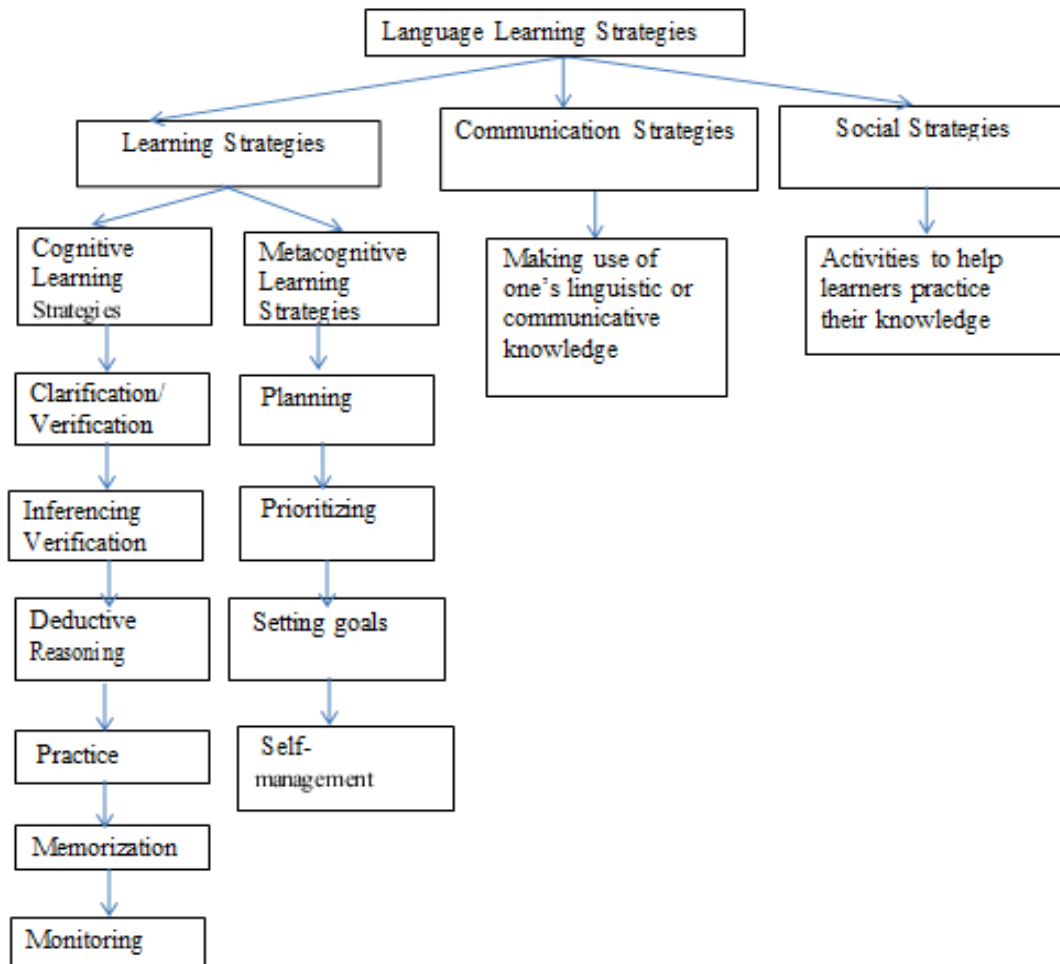
According to Tudor (1996), one strategy that has gotten a lot of attention is training learners, which is the process of assisting learners in deepening their understanding of language learning and acquiring the knowledge and skills they need to pursue their learning goals in an informed and spontaneous manner orientation. Language teachers are interested in learner training since it may be used in a variety of settings and contexts in society while communicating in various situations.

Cohen (1998) claims that language strategies are separated into two categories: language use strategies and language learning strategies. These two groups of strategies combine to generate steps or acts actively chosen by the learner to increase learning, use, or both.

A considerable rise in the use of techniques by students, as well as an improvement in their language competency, has been observed in studies from a number of nations (see Chen 2007; Issitt 2008; Méndez & Marn 2007) of various categories.

To classify, the researcher shows that numerous researchers have mentioned and classified language learning strategies as follows:

**Figure 2.1: Rubin's (1987)'s Classification of Language Learning Strategies.**

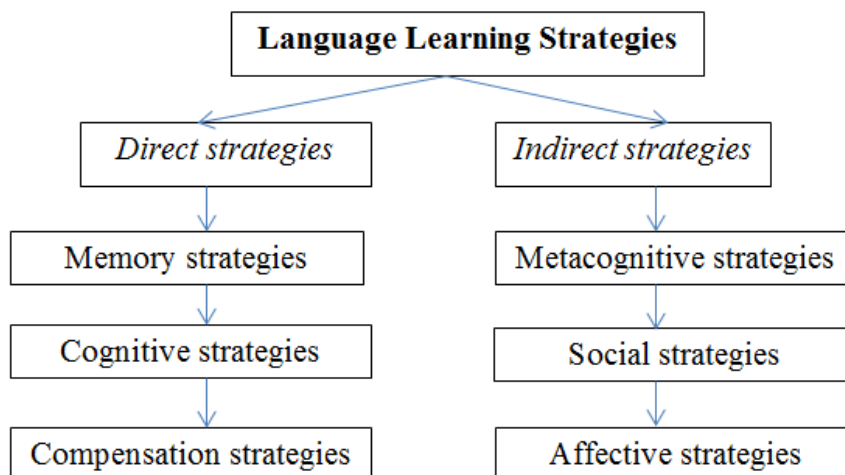


As illustrated in the above Figure 2.1, according to Wenden and Rubin (1987), learners apply three methods to learn a language directly or indirectly to achieve their own goals, which are Learning Strategies, Communication Strategies, and Social Strategies. First, research shows that learning strategies are divided into two main categories, including cognitive and metacognitive learning strategies that develop learners' language systems. Rubin suggests that there are six learning strategies that help learners develop, including Clarifying/Verifying, Guessing/Inductive Reference, Deductive Reasoning, Practice, Memorization, and Monitoring. Second, the author mentions communication strategies which is the process of communicating through conversation and



understanding the meaning or clarifying what the speaker is saying. To keep a conversation going, this strategy uses a person's knowledge of language or communication to operate it. Third, the author emphasizes social strategies consisting of activities that help learners practice their knowledge.

**Figure 2.2: Oxford (1990)'s Classification of Language Learning Strategies**



Oxford (1990) found two language learning strategies, as shown in Figure 2.2, including direct strategies (memory strategies, cognitive strategies, compensation strategies) and indirect strategies (metacognitive strategies, social strategies, affective strategies).

**Figure 2.3: Oxford's (1990)'s Indirect strategies**

Strategies Group's Names	Specific Strategies	
<b>Meta-cognitive</b>	Centering language	1. Overviewing and linking with already known material
		2. Paying attention
	Arranging and planning learning	2. Finding out about language learning 3. Organizing 4. Setting goals and objectives 5. Identifying the purpose of a language task (purposeful listening/reading/writing) 6. Planning for a language task 7. Seeking practice opportunities
	Evaluating learning	8. Self-monitoring 9. Self-evaluating
<b>Affective</b>	Lowering anxiety	10. Using progressive relaxation, deep breathing, or meditation 11. Using music 12. Using laughter
	Self-encouraging	13. Making positive statements 14. Taking risks wisely 15. Self-rewarding
	Taking emotional temperature	16. Listening to body 17. Using a checklist 18. Writing a language learning diary 19. Discussing feelings with someone else

<b>Social</b>	Asking questions	20. Asking for clarification or correction
	Cooperating with others	21. Cooperating with peers 22. Cooperating with proficient users of the new language
	Empathizing with others	23. Developing cultural understanding 24. Becoming aware of others' thoughts and feelings

Looking back at Direct Strategies, the researcher mentions mnemonic strategies that learners can store and retrieve new information. Another strategy is cognitive strategies which learners understand and create a new language in a variety of ways. Then, compensatory strategies reveal that learners who do not have enough knowledge but still use language to communicate well in English.

As can be seen from the table, indirect strategies consist of three strategies such as metacognitive strategies that learners are provided with an adequate way to coordinate their learning process; social strategies in that learners have the opportunity to interact with others, affective strategies which learners are supported to regulate their emotions, motives, and attitudes.

Stern (1992) reported about five groups of Classifications of Language Learning Strategies, as the following table is shown:

Strategies Names	Group's	Description of Strategies
<b>1. Management and Planning Strategies</b>		<ul style="list-style-type: none"> <li>- Are connected with the learners' purposes to control their own learning.</li> <li>- learner should:                             <ol style="list-style-type: none"> <li>1. Decide what dedications tomake to language learning,</li> <li>2. Set reasonable objectives,</li> <li>3. Decide on a suitable methodology, select proper resources, monitor progress,</li> <li>4. Evaluate success based on previously determined objectives and expectations.</li> </ol> </li> </ul>
<b>2. Cognitive</b>		- refer to procedures and activities to
<b>Strategies</b>		improve learners' ability. - including specific strategies: Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring.
<b>3. Communicative Experiential Strategies</b>		- involve the use of verbal or nonverbal instruments to maintain the conversation.
<b>4. Interpersonal Strategies</b>		<ul style="list-style-type: none"> <li>- monitor the learners' development and evaluate their performance by communicating with native speakers and cooperating with them.</li> <li>- Require learners to get familiar with the culture of the target language.</li> </ul>
<b>5. Affective Strategies</b>		- require learners flexible to use different emotional strategies.

The above researchers have their own strategies for language learning, which relates directly to student based on each characteristic. Instead of creating three strategies like Rubin (1987), Oxford (1990) categorized them into two types of strategies. A couple of years later, Stern (1992) put all of them into five categories with each own explanation.

In conclusion, in terms of direct strategy, these researchers have mentioned direct strategies. Rubin (1987), Stern (1992), and Oxford (1990) research shared the same strategies like metacognitive strategies that learners are provided with an adequate way to

coordinate their learning process to achieve their goals in learning. Refer to another site, Stern's (1992) and Rubin's (1987) research, which provide some keywords relating to direct strategy.

**2.2. Direct speaking strategies**

Scarcella & Oxford (1992) revealed that learning strategies are "particular acts, behaviors, procedures, or techniques employed by students to promote their own learning, such as seeking out discussion partners or encouraging themselves to take on a challenging language task". A suitable toolkit for active, deliberate, and intentional self-regulation of learning is created when the learner actively selects tactics that fit both his or her preferred learning style and the specific L2 task at hand. Cognitive, metacognitive, memory-related, compensatory, affective, and social learning techniques can be divided into these six categories.

**Figure 2.4: Oxford's (1990)'s Direct Strategies**

<b>Strategies</b>	<b>Specific Strategies</b>
<b>Group's Names</b>	
<b>Memory</b>	Creating mental linkages 1. Grouping, associating, placing new words.
	Applying images and sound 2. Semantic mapping, using memory, using keywords.
	Reviewing well 3. Structured reviewing.
	Employing action 4. Using mechanical techniques.
<b>Cognitive</b>	<b>Practicing</b> 5. Repeating, formally practicing. 6. Formally practicing with sounds and writing systems 7. Recognizing and using formulas and patterns 8. Recombining 9. Practicing naturalistically
	<b>Receiving and sending messages</b> 10. Using resources for receiving and sending messages
	<b>Analyzing and reasoning</b> 11. Reasoning deductively 12. Translating 13. Transferring
	<b>Creating structure for input and output</b> 14. Taking notes 15. Summarizing 16. Highlighting
<b>Compensation</b>	<b>Overcoming limitations in speaking and writing</b> 17. Selecting the topic 18. Adjusting or approximating the message 19. Coining words 20. Using a circumlocution or synonym

**2.2.1 Language learning strategies for speaking skills**

Mistar, Zuhairi & Umamah (2014) classified eleven speaking strategy categories:

- + Cognitive Interaction Maintenance Strategies: linking new information with existing ones, then analyzing and classifying knowledge
- + Self-Improvement Strategies: improving learners' by their own interesting actions
- + Self-Evaluation Strategies: exploring and evaluating learners' own professional works
- + Fluency-Oriented Strategies: providing opportunities for learners to speak the same contents orally several times
- + Metacognitive Planning Strategies: organizing, focusing, and evaluating learners' learning.
- + Time Gaining Strategies: using fillers or hesitation devices to fill pauses and to gain time to think
- + Resources-Based strategies: providing the foundation to develop learners' performance over time
- + Compensatory Strategies: solving learners' lackness of knowledge
- + Interpersonal Strategies: using learners' behaviors and tactics to interact with others effectively
- + Affective Strategies: handling learners' emotions or attitudes
- + Memory Strategies: storing information in learners' memory

After determining the use of language learning strategies for non-majored learners, the author will then explore their attitudes towards using the Direct speaking strategies proposed by Oxford (1990), which can be applied to learners to assist their learning.

### **2.2.2 Direct speaking strategies**

Up to now, the researcher has not found any feasible set of theories for this topic. Instead, the researcher only found the relevant content about direct speaking and speaking strategy. Therefore, in order to build this study, according to the researcher's subjectivity, we suggest using these Direct speaking strategies to suit the environment of the Dong Nai University of Technology because they are suitable for students non-majored-students when applying speaking skills.

These include the following strategies as Grouping, associating, placing new words; Semantic mapping, using memory, using keywords, Structured reviewing, Using mechanical techniques, Repeating, formally practicing, Recognizing and using formulas and patterns, and Formally practicing with sounds and writing systems, Practicing naturalistically; Using resources for receiving and sending messages, Reasoning deductively, Translating, Transferring, Taking notes, Summarizing, Selecting the topic, Adjusting or approximating the message, Coining words, Using a circumlocution or synonym

### **2.2.3 Language learning strategies for non-majored learners**

According to Oxford (1990)'s strategies in learning speaking for non-majored learners:

Firstly, learners must recognize and use patterns from sample sentences or speeches when delivering speaking or any presentations.

Secondly, learners are responsible for memorizing vocabulary and pronunciation rules by reviewing the structure of guided speeches and using mechanical techniques such as taking notes and marking to memorize keywords and rules. For non-majored learners, strategies for memorizing individual vocabulary items such as "putting new words into context" and "using keywords" are frequently used.

Thirdly, the purpose of speaking skills is to present personal opinions on a certain communication topic, so learners must arrange ideas logically before presenting.

Fourthly, learners must pay attention to their own learning goals. Moreover, when presenting, it is necessary to pay attention to the audience, and at the same time, they must be aware of the audience's thoughts and feelings for the speech or communicate to perform successfully.

Fifthly, to ensure a successful conversation: learners need to be more active in communication.

Sixthly, speaking skill requires learners to have a wide range of vocabulary and confidence and practice it a lot. Speaking learners can "use resources to receive and send messages," such as dictionaries or model speeches in the process of practicing their speaking skills.

An important feature of speaking skills is accuracy. Speakers need to use correct vocabulary, grammar, and semantics; this requires the speaker to "pay attention", "self-monitor," and "self-assessment" the content as well as speaking skills.

Before speaking, learners have to come up with ideas for the talk and outline the content based on their point of view.

The purpose of the talk: presenting a point of view or persuading the audience requires the speaker to use logical ideas and concrete examples "written" and "organized" to support the point of the talk to create high efficiency.

The process of practicing speaking skills can cause interruption due to a lack of motivation and self-management skills, so the speaker needs to "arrange" the content of the talk carefully.

To avoid stumbling or being scared when presenting: learners must be aware of their emotional state through strategies of "Anxiety reduction" and "Self-encouragement".

Lastly, elaboration requires the speaker to "request corrections" and "cooperate with other learners" to achieve speaking skills.

### **2.2.4 Previous studies on language learning strategies in speaking skill**

- After presenting a wide range of strategies for learning English speaking skills for non-majored learners, some related research should also be discussed in this section so that non-English-majored students can have an overview of the current research on this topic.

- As discussed in the previous program, this study posed two specific research questions. In the last few decades, scholars have done a lot of research on English learning strategies in general and skills in particular; here are a few typical authors for related topics:

+ Oxford (1990): established the Strategy Inventory for Language Learning (SILL) by creating a questionnaire to evaluate learners' foreign language learning strategies. What is the definition of the term "SILL". It is defined as a tool that may be used by both students and teachers to evaluate the unique language learning techniques that the student uses when learning a foreign language. As a result, this equipment may help both educators and learners in teaching and learning.

+ The use of criterion variables such as gender, proficiency, dynamism, personality, and language aptitude to predict appropriate learning strategies. It means that these variables will be a scale that helps learners accurately diagnose effective learning strategies that will help them achieve success in the academic field (Oxford & Ehrman (1995) & Huda (1998)).

+ Mistar (2011a), Thomson & Rubin (1996): proposed factors that predict learners' success through learning strategies. This leads to better results if students choose the right learning strategies with much effort.

+ Oxford's SILL: become an important tool for researchers who use theories of learning strategies for speaking English.

It can be seen from Umamah (2008) and Novitasari (2009) that high-level learners tend to choose social strategies more than students with lower speaking skills.

Research by Cabaysa and Baetiong (2010): metacognitive strategies, social strategies, affective strategies, and compensatory strategies in speaking class are preferred by Filipino students to other strategies. Topics and teachers' teaching techniques play a great influence on learners' choice of learning strategies.

Wahyuni (2013) showed completely opposite results from the above studies. The author mentioned the influence of gender on affective strategies.

+ Many other studies in the same field: applying communication strategies as a theoretical basis for the research paper.

Moriam (2005) stated that this study was conducted on Japanese and Bangladeshi university students. It is inferred from the results that the cognitive and interpersonal strategies were more adopted by Bangladeshi students than Japanese ones. The author also reported that gender did not affect the choice of strategies for learning English speaking skills. However, the percentage of Japanese women using cognitive strategies is higher than that of men.

Nakatani (2006) proved that the relationship between English proficiency and the use of communication strategies among EFL learners in Japan was studied. Results: Fluency and negotiation were more widely used by advanced learners than by intermediate learners.

Khan (2010) did research on Spanish university students in the same field. Results: Level has little effect on the choice of speaking strategies since the task characteristics of Spanish university students determine the strategies used in learning.

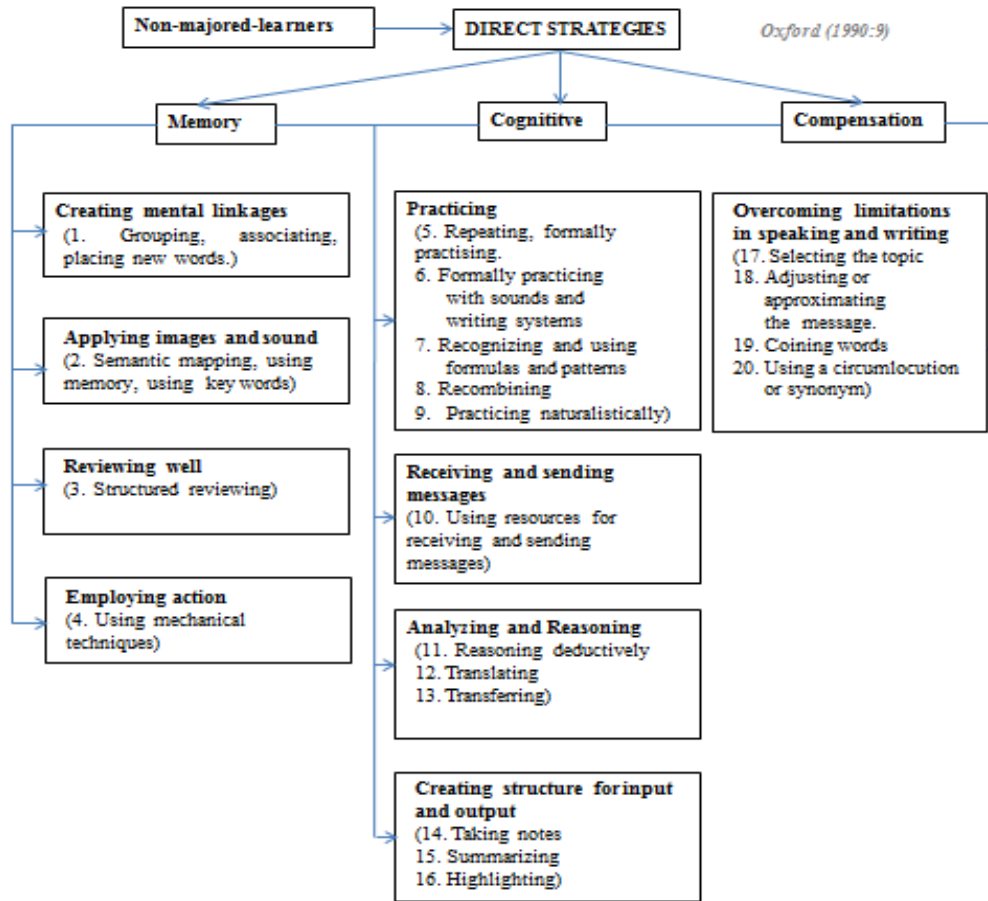
Monjezi (2014) showed a study conducted on Iranian language learners on the proficiency of compliments and responding to compliments. As a result, voice is strongly influenced by gender and the level of learners.

Considering the purposes, samples, methods, and other aspects of previous studies, the author of this research will synthesize theoretical background and add theories to the research paper to help non-majored learners find suitable strategies to learn speaking skills more effectively.

Rubin (1987), Oxford (1990), and Stern (1990) compiled and reviewed previous documents (1992). Rubin created a taxonomy to outline ways to assist university students with their English language skills. Stern has also created a set of five language techniques for evaluating the methods of language learners. Finally, Oxford has rewritten his comprehensive taxonomy with twenty precise techniques aimed at analyzing whether pupils have employed language strategies that belong to the direct or indirect group after methodically gathering the previous data, consulting with lexical specialists, and testing. The author of this study investigated and discovered the characteristics of learners who should use Direct Speaking Strategies (Oxford, 1990) in order to give a conceptual framework for examining three basic language methods, as well as 20 particular strategies. As seen in the literature review, each

major category was further categorized into particular strategies. After assessing if non-expert English students employ direct tactics, the author will investigate why learners use the strategies listed in this study questionnaire frequently or infrequently.

The study was carried out by relying on the theoretical framework as follows:



**Figure 2.4: Conceptual framework of the study**

The objective of the present study is to investigate whether the frequency of using direct speaking strategies for foreign language learning activities on English speaking skills improves the ability of non-English major students at the University of Technology. Dong Nai or not and explore the perception of non-English major students about the importance of foreign language learning activities with the application of direct speaking strategies through English speaking skills. Besides, the conceptual framework of this study is described based on previous studies by Oxford (1990) and some recent researchers in this issue.

**3: Methodology**

To address the stated research questions, this paper employed mixed methods combining quantitative and qualitative approaches to allow for greater accuracy (Denzin, 1978). In particular, quantitative data was collected through a structured questionnaire. Meanwhile, qualitative data was gathered via semi-structured interviews with my self-designed questions. Although the quantitative analysis is still the center of this study, some qualitative analysis should be conducted to support the quantitative evidence. This chapter first identifies the research design as well as the context of the study. Then a detailed description of the participants is presented and followed by the research instruments and procedures to collect data. It ends with an explanation of how the data was analyzed.

**3.1. Research Design**

*3.1.1 A mixed-method design: Explanatory sequential design*

As part of this study, a mixed methods design will be used to enable the researcher to collect both quantitative and qualitative data to answer the research questions through the use of research tools, including questionnaires and partial interviews. According to Creswell (2012), a mixed methods study improves understanding of research challenges.

Concerning quantitative data, this study was mainly based on student questionnaires. In terms of quality, in the study, interviews with semi-structured questions for students were applied to survey the frequency of using direct speaking strategies when learning speaking skills and understanding students' perceptions do not specialize in direct speaking strategies for English speaking skills.

In summary, the study used mixed methods, including structured questionnaires and interviews, to obtain both quantitative and qualitative data in order to test the frequency of direct speaking strategies for learning speaking skills and understanding the perception of non-specialist students' direct speaking strategies for English speaking skills.

### **3.2. Research Context**

The research is conducted at Dong Nai Technology University due to two following reasons:

The training program applied at the institution is approved by the Ministry of Education and Training and has many similarities with universities managed by the Ministry.

The Faculty of Foreign Languages at Dong Nai Technology University emphasized and promoted activities to help non-majored learners communicate fluently upon graduation.

General English for non-majored learners: General English course at Dong Nai Technology University includes 45 periods that cover topics relating to communication in daily life.

The non-majored learners are required to pass a mid-term Test after 10 days of learning and take the final Speaking Test at the end of the course after 15 days.

The non-majored learners receive constant feedback from their lecturers for their performances on different topics throughout the whole course.

General English for non-majored learners has included eight courses. The researcher aims to choose the third course the reason is that these students are not fluent in English, especially in terms of speaking skills; after the research, students may know more about speaking strategies and be confident to speak out.

According to the theoretical framework, to ensure that the learners can understand the survey contents, the researcher introduced and explained the strategies for the learners to understand before the survey.

### **3.3. Participants**

The participants in this study were second-year non-English majors studying English as a compulsory foreign language. Although there are many English classes at Dong Nai Technology University, the researcher only selects students from seven classes that the researcher is directly teaching. That is why convenience sampling is used in research because it involves "a ready and willing group of people" (Fink, 1995). Therefore, it was easy for the researcher to reach the participants at their convenience. In addition, the researcher had taught those five classes during a number of months of the previous course, so those students were available for the survey and interview.

The samples were selected using the Simple Random Sampling technique, so the researcher selected 90 second-year students with at least two years of experience studying English at Dong Nai Technology University. To collect data and statistics, 90 selected students were asked to answer a questionnaire. In addition, 10 students were randomly interviewed and shared their attitudes and views toward direct speaking strategies. The non-majored learners are from different majors: Accounting, Business Administration, Nursing, Engineering, and Automotive Technology.

### **3.4. Data Collection Instruments**

Structured interviews will be used to collect both quantitative and qualitative data.

#### *3.4.1 Questionnaire*

The questionnaire consists of two parts; the most frequently answered questions ask the students' opinions. Many of them rely on the Likert scale to indicate how often direct speaking strategies are used. The survey consisted of questions divided into two main parts that the researcher aimed to answer:

#### Part 1: Background Questions

- Involve questions about students' genders, majors, speaking courses results, interests, knowledge, and difficulties in learning speaking.

Part 2: Frequency Questions On Direct Speaking Strategies

- Apply direct strategies in Oxford (1990) study together with 20 specific strategies for non-majored learners of English speaking skills at all levels because of the following reasons:
  - These strategies directly can help learners store and retrieve new information, then understand and create a new language in a variety of ways; in some cases, learners who do not have enough knowledge but still use language.
- To conclude, these strategies also provide learners with an adequate way to coordinate their learning process; they can have the opportunity to interact with others and be supported to regulate their emotions, motives, and attitudes.

**3.4.2 Interview**

Interview questions are constructed based on the literature on language learning strategy and the results from the Questionnaire. The researcher chooses participants randomly to ask them why they like or dislike, and what challenges they meet when using those direct speaking strategies. This section is included two parts:

Part 1: Background Questions

- Involve questions about students' genders, majors, speaking course results, interests, knowledge, and students' difficulties with speaking skills.

Part 2: The Importance Of Direct Strategies For Students' Learning Speaking Skill

- Identify insights on how useful direct strategies that non-majored learners apply to their speaking skills.
- Find out the difference in language learning strategy usage among non-majored learners with different results in speaking courses

**3.5. Data analysis scheme**

Data were collected from Part 1 of the Questionnaire to determine the students' gender, major and outcomes of speaking courses, interests, knowledge, and speaking difficulties. It also identifies emerging data on language learning strategies using questions (if needed).

Data were collected from Part 2 of the Questionnaire Items to be categorized into Oxford language learning strategies categories; then analyze the percentage and frequency of using foreign language learning strategies.

Data were concluded on which language learning strategies are used and which language learning strategies are used most and least frequently.

Data examined the use of strategies directly among non-specialist learners based on different backgrounds, interests, and outcomes. The results of this section will conclude that there are differences in direct speaking strategies among non-specialized learners with different speaking results.

The data collected from the interview obtained the answers will be coded and analyzed in relation to the results from the Questionnaire; moreover, it helps to identify newly generated data (if any).

Data described the use of direct strategies among non-specialist learners, followed by an explanation of the use of direct strategies among non-specialized learners.

Data were described differences in frequency of direct strategies among non-specialist learners with different speaking course outcomes; try to explain the difference (if any).

**4. Findings and Discussion**

*Results and interpretation of results consistent with the two research questions are the two main elements of this chapter. To address research questions 1 and 2, the presented findings are based on both quantitative and qualitative data analysis. Two main sections are used to present the results. The first query focuses on surveying the frequency of non-specialist students' use of speaking skills. The second survey focused on non-English major students' views on the importance of English speaking strategies. Therefore, an explanation of the findings is provided.*



## 4.1. Finding results

### 4.1.1. Questionnaire analysis

**Table 4.1: The frequencies of using direct speaking strategies of non-English-majored students**

Statements	The percentages of responses				
	never (1)	seldom (2)	sometimes (3)	usually (4)	always (5)
ST1. Grouping, associating, placing new words.	0%	1.7%	11.7%	47.5%	14.2%
ST2. Semantic mapping, using memory, using key words.	0.8%	0%	5.8%	48.3%	20%
ST3. Structured reviewing.	0%	0.8%	19.2%	42.5%	12.5%
ST4. Using mechanical techniques.	0%	0%	10.8%	43.3%	20.8%
ST5. Repeating, formally practicing.	0%	1.7%	12.5%	46.7%	14.2%
ST6. Recognizing and using formulas and patterns	0%	0.8%	19.2%	40%	15%
ST7. Recombining	0%	1.4%	29.2%	32.5%	9.2%
ST8. Formally practicing with sounds and writing systems	0%	1.7%	14.2%	47.5%	11.7%
ST9. Practicing naturalistically	0%	1.7%	10.8%	40.8%	21.7%
ST10. Using resources for receiving and sending messages	1.7%	5%	14.2%	42.5%	11.7%
ST11. Reasoning deductively	0%	1.7%	8.3%	48.3%	16.7%
ST12. Translating	0%	0.8%	13.3%	43.3%	17.5%
ST13. Transferring	0.8%	0.8%	10.8%	48.3%	14.2%
ST14. Taking notes	0.8%	3.3%	11.7%	45.8%	13.3%
ST15. Summarizing	0%	3.3%	9.2%	48.3%	14.2%
ST16. Selecting the topic	0.8%	5.8%	8.3%	44.2%	15.8%
ST17. Adjusting or approximating the message	0.8%	0.8%	13.3%	45.8%	14.2%
ST18. Coining words	0%	0.8%	10.8%	50%	13.3%
ST19. Using a circumlocution or synonym	0%	2.5%	15.8%	41.7%	15%
<b>Total max. for 19 items</b>	<b>4.1%</b>	<b>34.6%</b>	<b>249.1%</b>	<b>847.3%</b>	<b>285.2%</b>

Statistical results in Table 4.1 show that most students use direct English speaking strategies when learning speaking skills. As per the percent above, students reported using the nineteen direct speaking strategies mentioned above frequently with 847.3%, and a small percentage (4.1%) did not use those strategies. Most prominently, according to the statistics table, the data shows that strategy 18 - Coining words are the most commonly used by students, accounting for 50%, while strategies 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 18, 19, there are no students who don't use it.

First, with strategy 1 - Grouping, associating, and placing new words, 47.5% of students often use, and 14.2% of students always use this strategy. The number of students who use it occasionally accounts for 11.7%, students who rarely use it account for 1.7%, and there are no non-English-majored students who do not use this strategy when learning English speaking skills.

For strategy 2 - Semantic mapping, using memory, using keywords, the number of frequently used non-English-majored students account for a high percentage (48.3%) while 0.8% of students do not use this strategy when using this strategy to practice speaking English. 5.8% and 20% are the percentages of students who use it sometimes, and students always use this strategy when practicing speaking English.

As given the statistic table, there is no non-specialist student who does not use strategy 3 – Structured reviewing, 0.8% of students rarely use it, 19.2% of students use it occasionally, 42.5% of students often use it, and 12.5% of students always apply this strategy when communicating in English.

Data from Strategy 4 – Using mechanical techniques shows that 43.3% of non-English-majored students often use it when learning English speaking skills, 20.8% of students always use it, 10.8% of students sometimes use it, and there is not a student who does not adopt this strategy.

Next, repeating, formally practicing – strategy 5 has shown that there is no student who does not use this strategy, but based on data, 46.7% of non-English-majored students often use it; the highest percentage; the lowest percentage falls on the number of non-English-majored students (1.7%).

Following the above strategy is strategy 6 – Recognizing and using formulas and patterns; 40% of non-English-majored students use it, 19.2% of non-English-majored students use it occasionally, 15% of non-English-majored students always use this strategy, 0.8% non-English-majored students rarely use the above strategy, and there is no student who does not use this strategy.

Next, strategy 7 – Recombining indicates that 32.5% of non-English-majored students use this strategy when communicating in English, 29.2% of non-English-majored students apply it; 9.2% of non-English-majored students practice the above strategy, 1.4% of non-English-majored students rarely apply the strategy, and there is no student who does not use this strategy.

Formally practicing with sounds and writing systems is strategy 8; it is reported that a fairly high percentage (47.5%) of non-English-majored students often use the strategy, followed by 14.2% of the number of non-English-majored students who sometimes use the above strategy; only 11.7% of non-English-majored students always use it; 1.7% non-English-majored students rarely use the strategy, and there are no students who do not use this strategy.

According to statistics, strategy 9 - Practicing naturalistically has no students who do not use this strategy, while 40.8% of non-English-majored students use that strategy when speaking English with friends or family and teachers. 21.7% of non-English-majored students always use it, 10.8% of 90 non-English-majored students sometimes use the strategy outlined above; only 1.7% of non-English-majored students rarely apply the above communication strategy.

How often through strategy statistics 10 – Using resources for receiving and sending messages has shown that 1.7% of non-English-majored students never use the strategy when learning English speaking skills, 5% of non-English-majored students never use the strategy when learning English speaking skills. English-majored students rarely use it, 14.2% of non-English-majored students sometimes consider this strategy when speaking, 11.7% of students always use the stated strategy, and the majority of participating students speak all apply this strategy, accounting for 42.5%.

There are no students who do not use the 11- Reasoning deductively strategy, according to the survey, while 48.3% of non-English-majored students often use it. It can be clearly seen that only 1.7% of non-English-majored students rarely use it, 8.3% of non-English-majored students use the strategy occasionally, and non-English-majored students always use the strategy using this strategy when learning English speaking skills is 16.7%.

With the 12 - Translating strategy, the number of non-English-majored students often using the strategy accounts for the highest (43.3%), 17.5% of the number of non-English-majored students always use it. Checking how often the above strategy is applied, the table shows that 0.8% of non-English-majored students rarely use it, and 13.3% of non-English-majored students use it occasionally. Use this strategy when learning or communicating in English with people around you.

According to the survey data provided, there is an equal ratio between the percent of rarely and not using the 13 - Transferring strategy when learning English speaking skills is 0.8%. The number of non-English-majored students who often use this strategy accounts for the highest (48.3%), while the level of always using and sometimes using it fluctuates between 14.2% and 10.8%.

As illustrated in the table, it can be seen that the highest percentage after surveying non-English-majored students commonly used strategy 14 – Taking notes is 45.8%, followed by 13.3% of always use the strategy of non-English-majored students, 11.7% of non-English-majored students sometimes use this strategy; Only 3.3 percent of non-English-majored students rarely use this strategy, and only 0.8% of non-English-majored students never use the strategy when learning English speaking skills.

Comments on strategy 15 – Summarizing, all non-English-majored students use it when learning English speaking skills. Specifically, 3.3% of non-English-majored students rarely use the strategy, 9.2% of non-English-majored students use it occasionally, 48.3% of non-English-majored students use the strategy frequently when communicating, and 14.2% non-English-majored students always use the strategy outlined above.

There is no doubt about strategy 16 – Selecting the topic that 44.2% of non-English-majored students often use this strategy, 15.8% of non-English-majored students always use this strategy when learning speaking skills, 8.3% of the non-English-majored students sometimes apply the above strategy, 5.8% of the total non-English-majored students who participate in the survey rarely apply this strategy, and only 0.8% number of non-English-majored students do not use this strategy.

It is clear that strategy 17 - Adjusting or approximating the message shows that 45.8% of non-English-majored students often use the above strategy, and 14.2% of non-English-majored students always apply the strategy to learn carefully. English speaking ability; 13.3% of the non-English-majored students surveyed said that they sometimes use this strategy, while the percentage of non-English-majored students who rarely and never use this strategy is equal at 0.8%.

Strategy 18 – In coining words, there is no student who does not use the strategy, which has the highest percentage of all strategies surveyed; 0.8% of non-English-majored students never use it.

According to the survey statistics, strategy 19 – Using a circumlocution or synonym is also the final strategy that shows that all 90 non-English-majored students use this strategy, of which 41.7% are non-English-majored students often use strategies when participating in speaking skills, 15.8% of non-English-majored students sometimes use strategies, 15% of non-English-majored students always use strategies and only 2.5% of non-English-majored students rarely use this strategy to learn English speaking skills.

In conclusion, in a word, based on the table above, the statistical findings in Table 4.1 demonstrate that when acquiring speaking techniques, the majority of students employ direct English speaking strategies. According to the percentages above, 847.3 percent of students said they frequently used the 19 direct speaking techniques indicated above, and 4.1 percent said they didn't. The statistics table shows that strategy 18 - coining words - is the one that students use the most frequently, with a usage rate of 50%, compared to strategies 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 18, and 19, which are all utilized by all students.

**Table 4.2: Descriptive statistics of the extent of frequencies of using direct speaking strategies of non-English-majored students**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Strategy 1	90	2	5	3.99	.662
Strategy 2	90	1	5	4.16	.652
Strategy 3	90	2	5	3.89	.678
Strategy 4	90	3	5	4.13	.640
Strategy 5	90	2	5	3.98	.670
Strategy 6	90	2	5	3.92	.707
Strategy 7	90	2	5	3.62	.773
Strategy 8	90	2	5	3.92	.657
Strategy 9	90	2	5	4.10	.720
Strategy 10	90	1	5	3.77	.875
Strategy 11	90	2	5	4.07	.650
Strategy 12	90	2	5	4.03	.678
Strategy 13	90	1	5	3.99	.695
Strategy 14	90	1	5	3.90	.780
Strategy 15	90	2	5	3.98	.703
Strategy 16	90	1	5	3.91	.856
Strategy 17	90	1	5	3.96	.718
Strategy 18	90	2	5	4.01	.609
Strategy 19	90	2	5	3.92	.738
Valid N (listwise)	90				

To thoroughly explore the use of direct speaking strategies on students' English speaking skills in the classroom, the researcher used the SPSS application and Descriptive Statistics to evaluate and get results. The survey results show that the Average of this strategy (Strategy 1 - Grouping, associating, placing new words) is 3.99, and the Standard Deviation is 0.662. Next, with strategy 2, "Semantic mapping, using memory, using keywords", the researcher gets a Mean of 4.16 and a Standard Deviation of 0.652. Besides, regarding strategy 3 (Structured review), the survey shows that the Mean is 3.89 and the Standard Deviation is 0.678. With strategy 4 - Using mechanical techniques applied when speaking English, the Mean is 4.13, and the Standard Deviation is 0.640. Next, the survey results of strategy 5 (Repeating, formally practicing) show that the Mean is 3.98 and the Standard Deviation is 0.670. Similarly, strategy 6 - Recognizing and using formulas and patterns shows a Mean of 3.92 and a Standard Deviation of 0.707. It can be seen that the Mean of 3.62 and the Standard Deviation is 0.773 fall into strategy 7 (Recombining). Deeply looking at strategy 8 (Formally practicing with sounds and writing systems) shows a Mean of 3.92 and a Standard Deviation of 0.657. A specific figure based on the survey results shows that the Mean is 4.10 and the Standard Deviation is 0.720, which is reflected in strategy 9 - Practicing naturalistically. The following strategy is strategy 10 (Using resources for receiving and sending messages), showing a Mean of 3.77 and a Standard Deviation of 0.875. Strategy Discussion 11 - Reasoning deductively, it is obvious that the Mean is 4.07 and the Standard Deviation is 0.650. Briefly speaking, a Mean of 4.03 and a Standard Deviation of 0.678 are definitely the result of strategy 12 - Translating. As mentioned in the given table, strategy 13 (Transferring) shows a Mean of 3.99 and a Standard Deviation of 0.695. Based on the result of the survey, a Mean of 3.90 and a Standard Deviation of 0.780 falls into the 14 - Taking notes strategy. Up to now, the survey results show that strategy 15 (Summarizing) has a Mean of 3.98 and a Standard Deviation of 0.703. Strategy 16 - Selecting the topic shows a Mean of 3.91 and a Standard Deviation of 0.856. Among the 90 non-English-majored students, the results of the 17 - Adjusting or approximating the message strategy survey showed a Mean of 3.96 and a Standard Deviation of 0.718. To be discussed, strategy 18 - Coining words shows that the Mean is 4.01 and the Standard Deviation is 0.609. The last strategy examined (strategy 19 - Using a circumlocution or synonym) showed a Mean of 3.92 and a Standard Deviation of 0.738.

Based on the descriptive statistics, the Average of how often non-English-majored students use the strategies outlined while practicing speaking skills in the classroom ranges from 3.62 to 4.16. Therefore, it can be said that most students regularly use direct English speaking strategies in class and outside of class. In addition, the standard deviation is 0.875 (10 - Using resources for receiving and sending messages), indicating that students are frequently interested in using direct speaking strategies in the classroom with their academic speaking skills.

In summary, the researcher found that the frequency with which non-English-majored students used direct speaking strategies was so frequent that they showed a positive level of using these strategies in the classroom in the classroom for learning English speaking skills inside and outside the classroom. Although some of the strategies are new to them, they enjoy using them during class and self-study. Through the study table above, the survey results are also at an acceptable level.

#### **4.2 Discussion on frequencies**

It can be said that how often students use direct speaking strategies in the classroom when learning English speaking skills was explored during the questionnaire-based survey. The results mentioned above show that each indicator has positive feedback.

The frequency with which direct speaking strategies were used in the classroom by non-English-majored students had positive responses (as shown in Table 4.1 above), indicating that the majority of survey respondents from each indicator gave positive feedback, showing that they have a high degree of use of direct speaking strategies when communicating in the classroom so that learning English is easy and doesn't require too much effort. These strategies show that most of the people surveyed used direct speaking strategies. It is shown at a high rate, reaching (847.3% of the commonly used level, most participants want to use direct speaking strategies in the classroom during their study time to improve the effectiveness of activities to learn English speaking skills and also complete the tasks assigned to them more quickly by the teachers, so they don't have any problems using direct speaking strategies in the classroom as one of the methods. However, the study's survey participants still had many difficulties in using direct speaking strategies based on their notes when taking the survey on the above strategies in learning. Their ability is measured by speaking clearly and quickly is vague; sometimes, non-English-majored students feel that there are too many strategies to choose from when practicing English speaking skills.

Furthermore, Table 4.1 shows that they have a high frequency of using direct speaking strategies in the classroom when it comes to English speaking skills. It turns out that using the above strategies will improve their English learning ability. In addition, it shows that they are interested in learning English speaking skills by using direct speaking strategies to learn English independently and effectively. This happened because they found direct speaking strategies to be a useful set of strategies for learning English independently, as reported in the previous section of this chapter. Therefore, this affects their confidence and perception towards using direct speaking strategies in the classroom to learn English speaking skills independently. Besides, based on the results, no matter what, it is necessary to consider the importance of direct speaking strategies in the learning process and apply it to your

own learning. Connecting with these above similar opinions, research results by Ahmadi (2018) show that the use of technology or direct speaking strategies in language classes can improve students' language learning skills; in addition, students have been effectively enhancing their foreign language learning process.

In summary, how often students using direct speaking strategies in the classroom gave positive feedback based on the tables above. Frequency of use relates to judging or evaluating something or possibly the process of interpreting information about other participants during a survey.

#### **4.1.2. Interview analysis**

There are ten students that take part in the interview to show their attitudes about the importance of using nine-teen speaking strategies as guided in the form. There are 40% of male non-English-majored, and 60% of female non-English-majored are taking part in this interview. All of them are around 18 to 23 years old. Half of those students are from Dong Nai province; the rest of one is from other provinces. They reveal that 60% of them have been learning English for under one year before entering Dong Nai Technology University, and 40% rest of them have been learning English for one to three years.

For the interview, the researcher applied a question about the students' attitudes about the importance of using nineteen direct English speaking strategies; they all participated in the interview seriously.

Attitudes of non-English-majored students about the importance of direct English speaking strategies on speaking skills, the researcher collected the following responses:

Most of the ten non-English majors chose to translate, take notes, transferring, using synonyms as important because they thought that translating, taking notes, translating, and reconnecting would help them can shape words and have data to join the conversation.

Most of the children thought it was less important to use mechanical techniques, Reasoning deductively, Using resources for receiving and sending messages and Adjusting or approximating the message because it would be difficult for them to respond when communicating.

Student 1, Student 2, and Student 9 consider the placement of new numerals important because the students argue that without new words, they will not form sentences to speak. While Student 3, Student 4, Student 5, and Student 7 think that translating and taking notes is very important. They think that this is the main factor that helps them reflect when communicating in English.

However, Student 6, Student 8, and Student10 shared the opinion that combining sentences and practicing naturally will help them achieve good communication results.

In general, most non-English-majored students are interested in using English speaking strategies in the classroom when communicating and expect good reflexive communication.

#### **4.3. Discussion**

The majority of the ten non-English majors considered translating, taking notes, transferring, using synonyms, and recombining to be crucial because they believed that doing so would enable them to better shape their words and provide them with the information they need to participate in the conversation.

The majority of these students said it was less crucial to employ mechanical procedures, logical reasoning, resources for receiving and transmitting communications, and adjusting or approximating the message because it would be challenging for them to reply while communicating.

Student 1, Student 2, and Student 9 believe that the insertion of new numerals is crucial because they contend that without new words, they will not be able to compose sentences to communicate. While Student 3 believes that interpreting and taking notes is crucial, Student 4, Student 5, Student 6, and Student 7 disagree with this point.

Students 6, 8, and 10 agreed that integrating phrases and practicing naturally will help them attain effective communication.

Most of the non-English-majored students are generally interested in employing English speaking techniques when communicating in class and anticipate effective reflexive communication.

The challenges that non-English major students may face after the interview data collection process are as follows:

Most students complain that vocabulary is a problem when communicating (from Student 1 to Student 7), while Student 8, Student 9, and Student 10 consider this to be a very normal problem if students have conscious of learning new words and having a lot of practice when communicating.

Student 2, Student 5, and Student 7 have a common opinion that pronunciation is a problem for them, so students cannot interact confidently and directly with teachers. This is also a point that makes them uncomfortable about it. However, some of them share that nothing needs to be changed or improved (Student 1, Student 9, Student 10).

## **5. Conclusion and Recommendations**

*This chapter starts with the conclusion of the main points in the research; then the chapter ends with limitations and recommendations for further research.*

### **5.1. Conclusion**

As discussed in the previous chapter, this study posed two questions as follows:

1. Do non-majored learners use direct speaking strategies when studying English speaking skills at Dong Nai Technology University in Dong Nai, Vietnam? What are they? How frequently do they use the following direct speaking strategies?
2. What are the attitudes of non-majored learners towards using direct speaking strategies to assist their learning at Dong Nai Technology University in Dong Nai, Vietnam?

After the survey and interview process, the researcher drew two below conclusions

Firstly, this mixed method study was conducted to survey the direct speaking ability of non-English major students at the Dong Nai University of Technology and their attitude towards the importance of using English language skills by using these methods in learning speaking skills. Quantitative data were collected from student questionnaires with two parts (personal information part and frequency survey part) and qualitative data from interviews with ten students. The overall results from the data collection successfully answered the two research questions mentioned in Chapter 1 of the study.

Secondly, research results have shown that the use of direct speaking strategies by non-English-majored students can be enhanced by applying direct speaking strategies directly in class at the Dong Nai University of Technology in particular. and when communicating in everyday life in general. That has been proved by the high support of students from the data collected in questionnaires and interviews. In other words, survey and interview participants had a general view of strategies to speak English face-to-face. The use of these strategies in the classroom at the Dong Nai University of Technology will be on the right track with many other universities around the world and in Vietnam. Moreover, non-English major students of other schools can also refer to the above strategies when communicating in English to have a background on direct speaking strategies; thereby helping non-English-majored students develop English speaking skills and have a better understanding of direct speaking strategies

This essay has also reviewed the factors affecting the English proficiency of non-English-majored students. The characteristics listed in this essay play a big part in helping learners improve their speaking ability. Factors that reduce students' confidence and comfort level when using direct speaking strategies in their English speaking sessions. Research has proven that students who use direct speaking strategies are more motivated and less anxious to speak more clearly and persuasively. Therefore, speaking skills classes for non-English-majored students should welcome direct speaking strategies, and students to cooperate as much as possible so that they can overcome their own challenges when presenting or communicating verbally.

### **5.2 Recommendations**

This paper makes it possible for further future studies to use mixed methods with larger populations to make findings more common in this regard. Specifically, they should overcome the limitations outlined above in this study. First, they can be conducted for longer periods of time with larger numbers of participants at different levels. In addition, this study only examines attitudes about the importance of using direct speaking strategies when learning speaking skills and the frequency of non-specialist students towards using direct speaking strategies in class to learn English in general. Future studies may be based on the influence of other English factors, such as developing other skills that incorporate learning using the strategies mentioned in the study. In addition, further studies are also recommended to examine the importance of direct English speaking strategies for non-specialists in the classroom to learners' language development in other skills, to better understand and choose the right classroom strategy.

In summary, this study answered two research questions as expected in the objective of the study. The researcher hopes that the results of the study have contributed to the direct English speaking strategies in supporting students to learn foreign languages effectively, and affirms that the use of the above strategies is fundamental to achieving success in learning English speaking skills; help learners achieve specific goals.

### 5.3. Limitations and Suggestions

#### 5.3.1. Limitation

According to the results from the study, two research questions were successfully answered, and direct speaking strategies were given to help non-English-majored students have a detailed view of direct speaking strategies. Although the goal of the study was achieved, there are still some unavoidable limitations in the study.

First of all, time to do research is limited. The study, conducted over a five-month period, ended with conceptual planning to examine the frequency and importance of using direct English speaking strategies that non-native speakers of the language use. English encountered in their foreign language learning; References to recent studies from other researchers helped form the conceptual framework and collect questionnaires and interview questions from students, and analyze the data.

The second limitation comes from the inappropriate attitude and methods of English learning of non-English-majored students before participating in the survey, so in the classroom, non-English-majored students have not fully promoted their abilities.

Due to the limited time and small size of the thesis, not all non-English experts at Dong Nai Technology are able to participate in this research. The study involved only 90 non-English majors enrolled in a single research site, so the findings may not be generalizable to other sites.

#### 5.3.2. Suggestions for Further Studies

Undeniably one of the best ways to learn English is to speak and use English every day. Speaking English not only helps students increase their vocabulary and self-confidence but also helps them improve their English level. However, Vietnamese students, in general, when speaking English, also encounter some mistakes that make them easily lose confidence and speak much differently from native speakers. Moreover, English is a language without tones, so when pronouncing or speaking English, we need to actively use rhythm or intonation to express our meaning, attitude, and emotions at the time of speaking. The omission of rhythm or intonation can cause the listener to misunderstand what we mean, which will also make it difficult for us to hear others speak. Therefore, future studies need to explore factors affecting the development of speaking skills of junior high school students.

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