

THAI STUDENTS' LEARNING STRATEGIES IN CLASSROOM ACTIVITIES:

A DESCRIPTIVE STUDY

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of the
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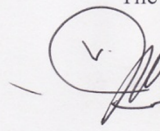

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, November 2018

The writer,



HAFIZAH MUTIA KANZA FITRI

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MOTTO

- Skripsi tak sekalipun buat tidur nyenyak. Energi terkuras banyak. Balas dendam dan habisi saja dia! –

- Keep on pushing and keep on trying. Life can be whatever you make it to be -

DEDICATION

I dedicated this thesis to my whole heart in a form of a human, MY MOM.

ACKNOWLEDGMENT

Alhamdulillahirobbil'aalamiin. All praises due to Allah SWT, who has given us life filled with challenges in a bundle of beautiful results and grateful blessings.

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THAI STUDENTS' LEARNING STRATEGIES IN CLASSROOM ACTIVITIES:

A DESCRIPTIVE STUDY

Abstract

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This research aims to describe the speaking strategies of two Thai's students taking a Speaking course in the English Language Education Department. This study employs descriptive qualitative design. Data were collected from observations, interviews, and document collection. This study finds that the two Thai students apply various speaking strategies in their speaking course. The strategies include switching to the mother tongues, getting help, using mimes or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym, overviewing and linking with already known materials, paying attention, delaying speech production to focus on listening, finding out about language learning, organizing, setting goals, and objectives, identifying the purpose of language task, planning for a language task, seeking practice opportunities, and self-monitoring. All the strategies seem to be able to help them to communicate and to follow the speaking course activities. Besides, the strategies also help them to reduce nervousness when speaking, raise awareness for mastering more vocabulary and practice speaking more. Recommendations for future research may include investigation on the use of each strategies in context and how such EFL students deal with the problems.

Keywords: speaking strategies, qualitative design, interviews

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Study

English is an international language and communication tool around the world and has been recognized for its strength. It is the imperative element that has a significant impact for many fields such as education, economy, social, business, culture and others. During the 20th and 21st century, English is considered as an international language due to it is widely spoken in the world, used for communicate with foreigners. English language is generally used as an international language for communication among people from different language background in all parts of the world. Therefore, it is a necessity to learn more about English effectively, along with the increasing instances of the use of English in international communication. English is not only used in inner and outer circle countries, but also in expanding circle countries. According to Kachru (1997) in his concentric circle model, expanding circle includes many countries such as Vietnam, Myanmar, Indonesia, Thailand, where English becomes an important language in the context of business, science, technology and education.

. The demands of speaking in English is not always easily reached by students. Ur (2000) states that of all four skills, speaking is referred to as the most important skill. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication.

Due to global mobility initiative launched by Universitas Islam Indonesia, since 2015 the university accepted international students from Thailand. Three students choose to study in Department of English Language Education in 2015 while in 2016 there are two Thai students choose to study in the department. Since speaking skill is more demanded in direct communication, every student is required to have a good capability in speaking skill so that they can make a good interaction and communication with others to convey meaning, so do Thai students in Department of English Language Education

1.2 Identification of Problem

There are some problems faced by Thai students in developing English skills in Department of English Language Education. In the first tri-semester, teaching and learning in the class use bilingual –Bahasa and English- (but mostly still English). They have been difficult to practice English to communicate especially in class. Based on the researcher preliminary interview with 3 Thai students, in spite of the fact that Thai students spend a lot of years studying English from school to university, English is not well-spoken in Thailand and some of students can assure that they are incapable of speaking and expressing fluently in English. In addition, English is widely used as compulsory subject in higher education in Thailand, as a medium instruction in international education programs, as the language of international organizations and conferences, and the language for international business transactions, tourism, global media and advertising, science and technology and international law.

However, the environment in Thailand does not offer an exposure for learners since English is not spoken in community. While the demand of English is high with its greater role in Thai society, however, the standard of English teaching and learning at Thai schools and universities has been criticized. In addition, This skill can hardly mastered and they find

themselves difficult to express their idea in a spoken language of a target language (English). Levelt (1989), Murphy (1991), Bailey (1999), Ferris and Tagg (1996, 1998), and Mauranen (2006) have agreed that speaking is extremely demanding but still undeveloped EFL skill.

Language learning strategies are among the main factors which may help language user to ensure how and how well they learn target language. As noted by Griffiths and Parr (2001) over the years many different methods and approaches to the teaching and learning of language to and by speakers of other languages (SOL), each with its own theoretical basis, have come and gone in and out of fashion (for instance the grammar-translation method, the audio lingual method, the communicative approach). Language learning strategies, although still fuzzily defined and controversially classified, are increasingly attracting the interest of contemporary educators because of their potential to enhance learning. In the light of this interest, the researcher would like to take a look at the theory underlying language learning strategies beginning from the perspective of the various other theories, methods and approaches from which, and alongside which, language learning strategy theory has developed.

1.3 Limitation of Problem

On the whole, learning English speaking skills are done by the Thai students in classroom and beyond classroom activities. To avoid this research being too board, this study is limited to Thai students' language learning strategies to develop English speaking skill during their classroom activities in Department of English Language Education Universitas Islam Indonesia. This study, however, does not measure speaking skills development in terms of scoring, but more focus on learning strategies that the Thai students implement during classroom activities that require language production in speaking English.

1.4 Formulation of Problem

Based on the identification and limitation of problem, the problem of this research can be formulated as follow:

How strategies do Thai students use to develop their English speaking skills in classroom activities in Department of English Language Education Universitas Islam Indonesia?

1.5 Objective of the Research

This research is aimed to investigate Thai students' strategies in developing their English speaking skill in classroom activities in Department of English Language Education Universitas Islam Indonesia.

1.6 Significance of the Research

The findings (results) of this research are expected for 4 (four) groups. Those are: lecturer of speaking class, students of speaking class, English Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University Indonesia and other researcher.

1. For lecturer

The results of this research are expected to be able to enrich lecturer's knowledge in terms of EFL learner's (Thai students) language learning strategies in developing English speaking skills at English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences

2. For Thai students

The results of this research are expected to help students (Thai students) to understand more and aware of strategies in developing English speaking skill.

3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences

The researcher hopes that this research can be useful for the English Language Education Department especially in developing knowledge on EFL learner's (Thai students) English language learning. With the result might give contribution to Department of English Language Education in decision making on what should be done to help these Thai students develop their English speaking skill to achieve their academic success.

4. For other researchers

This research expected to give a new knowledge of the further researcher to do the better research of Thai students' language learning strategies to English speaking skill.

CHAPTER II

LITERATURE REVIEW

In this chapter, author elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to title of the research. This chapter consist of literature review, review on relevant studies, and the theoritical framework of the research.

2.1 Literature review

2.1.1 Nature of Speaking

Speaking skill is an ability to convey messages through sound symbols. Someone who is proficient in speaking will be able to choose the effective words and appropriate performance so that the ideas being delivered can be clearly understood by the interclutor. According to Florez (1999) speaking is an interactive process of constructing meaning which its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking. Keith & Marrow (1981) refer speaking as an activity to produce expression into oral communication. It means that listener and speaker are involved in this activity and they have to give response to everything they hear and make them as a high-speed response. Briefly, learners need to know how to use the language in context. From the definitions above, shortly it can be concluded that speaking is complex skill entail some different abilities simultaneously, which is the development often occurs at different rates.

Speaking skill is considered to be the most challenging in language learning. Zhang (2009) claimed that for many English learners, speaking still remains the most difficult skill to master and they still do not have an adequate capability in English oral communication. What makes the speaking skills difficulties becoming more complex are several factors that

increase the difficulty itself. For Ur (1996, p.121) there are many problems with speaking activities. These problems are came across her speaking activities in getting learners to talk in the classroom. The problems are:

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

In line with that, Brown (1994) labels speaking as the most challenging skill for student. Some features that characterize oral discourse be the reason: (1) Contraction, vowel reductions and elision; (2) The use of slang and idioms; (3) Stress, rhythm, and intonation;(4) The need to interact with at least one other speaker.

In language learning, Ur (1996) said the characteristic of successful speaking as mentioned below: (1) Learners talk a lot; (2) Participation in even; (3) Motivation is high; and (4) Language is on acceptable level (p.120). Meanwhile, speaking activities require readiness to speak spontaneously and require to be able to overcome all simultaneous demands. Bailey and Savage (1994) states that speaking is an activity that requires the integration of several subsystems which can be considered difficult for second language or a foreign language students.

Paying attention on the components that shape the skill from micro to macro are important. One implication is the importance of focusing on both the forms of language and the functions of the language. In assessing speaking skill, Brown (2010) adds list of speaking taxonomy. He also mentions that the pieces of language should be given attention for more that make up to the whole. Brown (2010, p.186) mentions micro- and macroskills of oral production:

Microskills

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and intonation contours.

4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills

12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate style, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting and other sociolinguistics features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations focal and peripheral ideas,

events and feelings, new information and given information, generalization and exemplifications.

15. Convey social features, kinetics, body languages, and other non-verbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting

2.1.2. Classification of Language Learning Strategies

Language learning strategies are among the main factors which may help language user to ensure how and how well they learn target language. As noted by Griffiths and Parr (2001) over the years many different methods and approaches to the teaching and learning of language to and by speakers of other languages (SOL), each with its own theoretical basis, have come and gone in and out of fashion (for instance the grammar-translation method, the audio lingual method, the communicative approach). Language learning strategies, although still fuzzily defined and controversially classified, are increasingly attracting the interest of contemporary educators because of their potential to enhance learning. In the light of this interest, the researcher would like to take a look at the theory underlying language learning strategies beginning from the perspective of the various other theories, methods and approaches from which, and alongside which, language learning strategy theory has developed.

Many theorists have classified language learning strategies variously. Ellis (1985) classify them into hypothesis formation, hypothesis testing and automatization. O'Malley (1985) meanwhile classifies learning strategies into three types. They are metacognitive,

cognitive and socio-affective strategies. In his taxonomy, metacognitive strategies involves planning for learning, thinking about the learning process, monitoring the learning process and evaluating after the activities completed. Cognitive strategies refers to the direct manipulation of leaning strategies e.g repetition. The last group of strategies offered by O'Malley is socio-affective deal with social transaction. O'Malley add cooperation and question for clarification as a part of socio-affective strategy. Cooperation means working with others to get feedback and information. While question for clarification means asking for repetition, explanation and paraphrasing to the teacher or native speaker.

Rubin (1987) distinguish the language learning strategies between direct and indirect strategies. Learning strategies is a part of direct strategies that include cognitive (problem solving requires analysis, transformation, or synthesis of learning) and metacognitive strategies (used to setting goals and self-management). Moreover, communication strategies and social strategies be included to indirect strategies. Different from learning strategies, communication and social strategies contributed indirectly to language learning strategy. Indirectly means it does not lead to obtaining, storing, retrieving and using the language. Communication strategies focus on the process of participating in a conversation and help speaker handle their difficulties because of the limitation in communication. Whereas, social strategies help learner to gain opportunities to be exposed to the language and practice their knowledge.

Based on Stern (1992) proposed, language learning strategies divided into five categories. They are management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies and affective strategies. Management and planning strategies are concern with the strategies to help learner to regulate their own learning. It means that learner set their learning goals, choose the appropriate method, and evaluate their learning process. By cognitive strategies, Stern (1992)

means strategies applied to solve the problem that requires analysis, transformation, or synthesis the learning materials. Communicative-experiential involve activities done by learner such as circumlocution, gesturing, paraphrase, or asking for repetition or explanation, so that the conversation keeps going. Interpersonal strategies as those employed to evaluate the learning progress and learner's own performance and affective strategies are the strategies used by learner to deal with their emotional issues along the learning process.

Furthermore, compared with earlier research into language learning strategies, Oxford's (1990) classification of language learning strategies is more comprehensive and detailed. As Ellis (1994) claims, "perhaps the most comprehensive classification of learning strategies to date" (p.539). Some theories on language learning strategies are presented in Table 1.

Table 1. Theories on Language Learning Strategies

Theorists	Language Learning Strategies's Classification
Ellis (1985)	Hypothesis formation Hypothesis testing Automatisation
O'Malley (1985)	Metacognitive strategies: (plan, monitor, and evaluate the learning process) Cognitive strategies: (direct manipulation of learning techniques) Socio-affective strategies:(cooperation and question for clarification)
Rubin (1987)	<ul style="list-style-type: none"> • Direct strategies Learning strategies: (cognitive and metacognitive strategies) <ul style="list-style-type: none"> • Indirect strategies Communication strategies Social strategies
Oxford (1990)	<ul style="list-style-type: none"> • Direct strategies Memory strategies Cognitive strategies Compensation strategies Communication strategies <ul style="list-style-type: none"> • Indirect strategies Metacognitive strategies

	Affective strategies
	Social strategies.
Stern (1992)	Management and planning strategies
	Cognitive strategies
	Communicative-experiential strategies
	Interpersonal, strategies
	Affective strategies

Oxford (1990), whose the taxonomy of language learning strategies was chosen for the study, divide language learning strategies into two main categories, direct and indirect strategies, which is each category containing several sub-categories. Direct strategies refers to those behaviours involving the direct use of the language while indirect strategies refers to those behaviour support and manage the language learning but do not directly involve use the target language.

The first main categories, direct strategies, divided into three sub-categories. It include memory, cognitive, and compensation categories. First, memory strategies is the behaviour that used for storing new information and retrieving it later. As displayed in figure 1 below, this sub-categories include several components such as creating mental linkage, applying images and sounds, reviewing well, and employing actions.

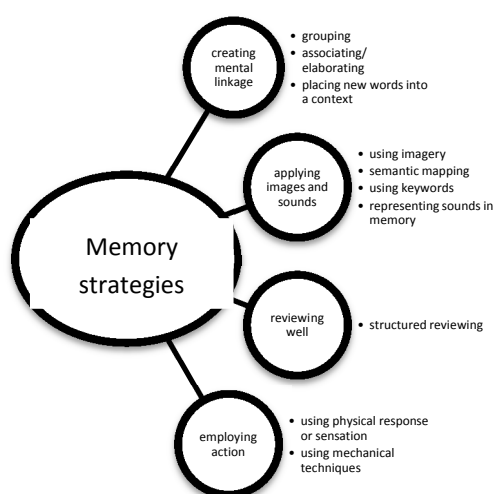


Figure 1 Oxford's (1990) Memory Strategies Classification

Second, cognitive strategies involve transforming the language by many different ways such as note taking. As displayed in figure 2 below, this subcategories containing several components. They are practising, receiving and sending message, analyzing and reasoning, and creating structure for input and output.

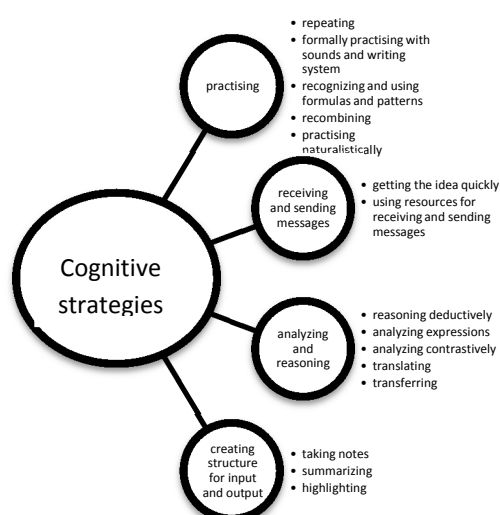


Figure 2. Oxford's (1990) Cognitive Strategies Classification

Third, compensation strategies are those that allow learners to use language eventhough they have a large area of limitation. Figure 3 displayed the components of this sub-categories. It constitutes guessing intelligently and and overcoming limitations in speaking and writing.

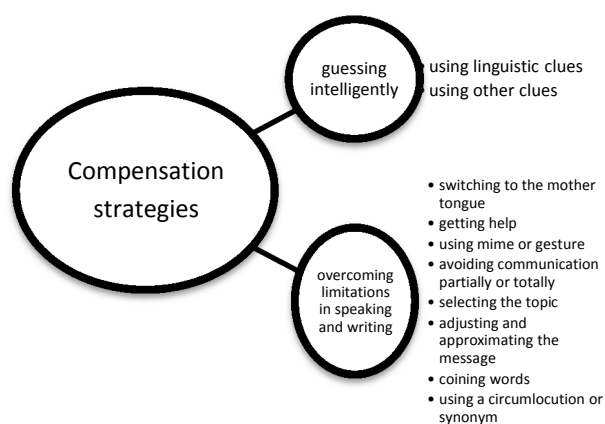


Figure 3. Oxford's (1990) Compensation Strategies Classification

The second main categories, indirect strategies, is also divided into three sub-categories. The component of this sub-categories are metacognitive, affective and social strategies. First, metacognitive strategies or which also called as beyond-the-cognitive strategies is the behaviour that allow learner to have a control and employ to plan, monitor and evaluate their learning process. Figure 4 presented to show its sub-categories and components briefly.

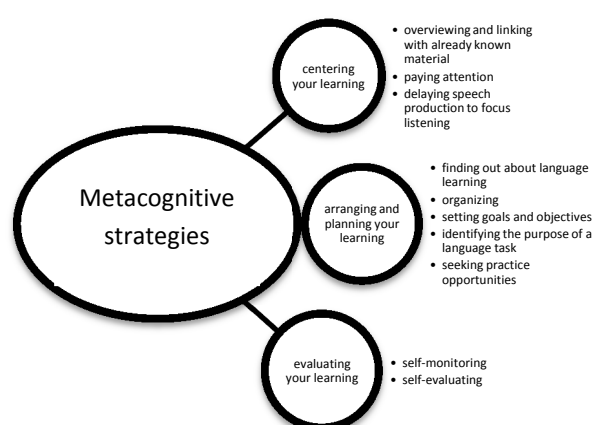


Figure 4. Oxford's (1990) Metacognitive Strategies Classification

Second, affective strategies are strategies that help language learner to manage their emotions, motivations, and attitudes. This sub-categories, as displayed in figure 5 below, be under several components such as lowering one's anxiety, encouraging oneself, and taking one's emotional temperature.



Figure 5. Oxford's (1990) Affective Strategies Classification

Third, social strategies are the strategies that facilitate and lead language learner to involve learning by increasing interaction with others and practice their knowledge, means that it afford language learner to be more exposed. This sub-categories has displayed in following figure 6. It constitutes asking questions (asking for clarification or verification; asking for correction), cooperating with others (cooperating with peers; cooperating with proficient users of the new language) and emphasizing with others (developing cultural understanding; becoming aware of others' thoughts and feelings).

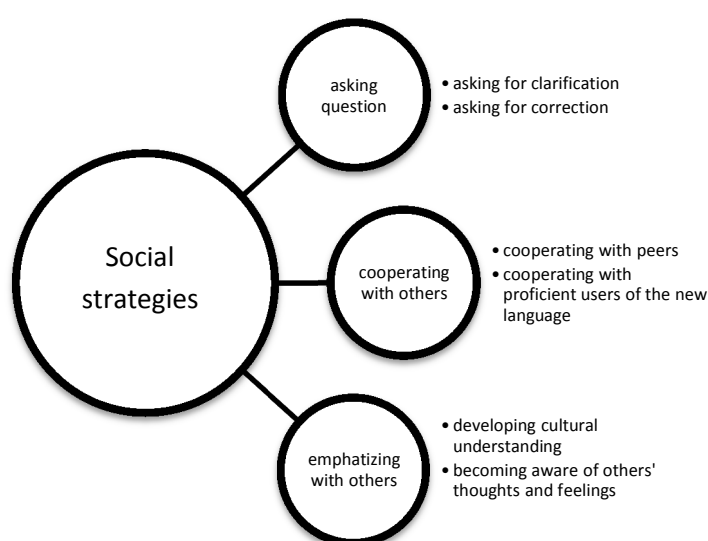


Figure 6. Oxford's (1990) Social Strategies Classification

In addition, Oxford (1990) states 46 of the 62 strategies of her language learning strategies classification are beneficial to learning speaking. 46 strategies are presented in the following table:

Table 2. Strategies Useful for Learning Speaking According to Oxford (1990)

Item	Component		Strategy
1	Direct	Memory	Placing new words into a context
2			Representing sounds in memory
3			Structured reviewing
4		Cognitive	Repeating
5			Formally practising with sounds and writing systems
6			Recognizing and using formulas and patterns
7			Recombining
8			Practising naturalistically
9			Using resources for receiving and sending messages
10		Compensation	Reasoning deductively
11			Translating
12			Transferring
13			Switching to the mother tongue
14			Getting help
15			Using mime or gesture
16			Avoiding communication partially or totally
17			Selecting the topic
18			Adjusting or approximating the message
19			Coining words
20			Using a circumlocution or synonym
21	Indirect	Metacognitive	Overviewing and linking with already known material
22			Paying attention
23			Delaying speech production to focus on listening
24			Finding out about language learning
25			Organizing
26			Setting goals and objectives
27			Identifying the purpose of a language task
28			Planning for a language task
29			Seeking practice opportunities

30		Self-monitoring
31		Self-evaluating
32		Using progressive relaxation, deep breathing, or meditation
33		Using music
34		Using laughter
35		Making positive statements
36		Taking risks wisely
37	Affective	Rewarding yourself
38		Listening to your body
39		Using a checklist
40		Writing a language learning diary
41		Discussing your feelings with someone else
42		Asking for correction
43		Cooperating with peers
44		Cooperating with proficient users of the new language
45	Social	Developing cultural understanding
46		Becoming aware of others' thoughts and feelings

Since Oxford's (1990) language learning strategies taxonomy has been regarded as the most comprehensive one, as well as though it can not be said without flaws, Oxford in the attempt to integrate all of the strategies compiled in the form of a single taxonomy claimed as the most detailed taxonomy and the comprehensive one (Drożdżiał-Szelest, 1997), her list of strategies that beneficial for learning speaking has chosen to form the theoretical framework of this study. Therefore, to answer the research question, what strategies do Thai students implement in order to develop their English speaking skills, it will be attempted through this theory.

2.2. Review on Relevant Studies

A research by Sofyan A. Gani, Dian Fajrina, Rizaldy Hanifa (2015), entitled "Students' Learning Strategies for Developing Speaking Ability", aimed to study the learning strategies by both low and high performance speaking students in developing their speaking skills as

well as the differences between the learning strategies used by both groups of learners. In this study, the data were collected through field research by means of documents, questionnaires, and interviews. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Besides, the high performance students employed more learning strategies consciously and appropriately compared to the low performance students.

Another study conducted by Pegah Skandari, Fatemeh Behjat, Ali Asghar Kargar (2015) titled “An Investigation of Speaking Strategies Employed by Iranian EFL Students”, investigated the use of speaking strategies by Iranian EFL university students. Thirty-five female and 25 male students get involved in the study. They are divided into three groups of high, intermediate, and low proficiency levels. The result indicated that sex and proficiency level had significant roles in the using metacognitive strategies, with females showing greater favor over this factor than males. Also, high proficient students revealed more interest in the same factor than intermediate and low level students. For compensation strategies, sex showed to have a significant influence on strategic choice, with males having more preference for this factor than females. For other factors including cognitive and memory, and social/affective strategies, no significant differences were found among the variables of the study.

Another study was conducted by Nasrollah Kabrizadeh Najafabadi (2014). He examines the study about “The Use of Speaking Strategies by Iranian EFL University Students”. The aim of this study was to examines the use of speaking strategies by some Iranian male and female EFL university students. The use of these strategies were examined in relation to the EFL university students’ gender and their proficiency level based on which,

they were classified as low, intermediate and high-proficient groups. The results showed no differences related to the use of speaking strategies by EFL students and their gender. Students' proficiency level and its relationship with the use of speaking strategies were examined as well. The two groups of students labeled as low and high-proficient in the present study showed no significant differences concerning their proficiency level. However, the descending order use of speaking strategies as specified based on their means from the descriptive statistics for high-proficient students is as follows: Negotiation while speaking, accuracy-oriented, social affective, compensation, fluency-oriented strategies. Besides that, for the the descending order of speaking strategies used by low-proficient EFL students is as follow: Social affective, negotiation of meaning while speaking, compensation, accuracy-oriented, fluency-oriented strategies.

A descriptive qualitative research conducted by Speaking Hanunah (2009) with the title "Students' Strategies in Overcoming Problems in Speaking Class of Second Semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya". The result of this study showed that the students had difficulties in their speaking ability particularly in terms inhibition, nothing to say, low or uneven participation, mother tongue used. It was because they did not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation. Furthermore, the result of this study also revealed the strategies used by the students to cope with the problems. The problem of inhibition was solved by increasing their English by speaking English out of class. The problem of low or uneven participation was solved by prepared the material before and motivated themselves to be confident in participating in class. Problem of mother tongue was solved by practiced their English not only on English day but they usually spoke English with their friends every day. To cope the problem related to the speech act, students some English club in campus and also practice it every day, they also often listen to the native speaker conversation. To cope the problems

related to pronunciation, students tried to pronounce a new word every day and listen to western song. To cope the problems related to grammar, students study hard about tenses in order to make their speaking better.

Another study conducted by Yuliyastutik (2007) about “Students’ Strategies to Overcome Speaking Problems in the Conversation Class as an Intra-curricular Program at SMA Negeri 8 Malang” was aimed to describe students’ problem in speaking and the strategies they used to overcome the problems. The findings of study show that problems which occurred in the conversation class were caused by three factors: lack of support, lack of motivation and peer pressure. In addition, the findings is related to strategies used by students to cope with their speaking problems are avoiding communication, adjusting the message, paraphrasing, using approximation, creating new words, switching to the native language, using non-linguistic resources, and seeking help.

Previous research has relevancy to the current research because it is investigate the problem and strategies to develop speaking skill in the context of EFL. Three from five relevant studies above use Oxford’s Language Learning Strategies as theoritical framework so the researcher is interested to do the study by using Oxford’s Language Learning Strategies as theoritical framework.

2.3. Theoretical Framework

As English is considered as an International Language, this indirectly forces the language users to have a capability in English. From the four skills, listening, speaking, reading and writing, speaking is the most demanding due to people will be more often dealing with oral communication than writing, by the reason of productive context. The worldwide has been increase the demand of good communication in English. According to Bailey and Savage (as cited in Fauziati, 2010), speaking in a second or foreign language has often be

viewed as the most demanding of the four skills. In line with that, Khamkien (2010) notes that teaching and learning English except for the native language is should be taught in communicative purposes as it great importance to meet the global economic demands to overcome the demands of growing global, national and international for English skill.

Purpose of speaking or language use is the speaker ability to use language itself. Speaking proficiency often associated with language proficiency in oral communication fluently. But unfortunately, in learning speaking at college, the ability of learners are still far from expectations. As Sureepong (2014) states that regarding to the high demand of English in Thai society, the standard of English teaching and learning has been critisized. In addition, speaking skill can hardly mastered and learners has been difficult to express themselves in the target language, English.

No matter how much their knowledge of English language, speaking remains a challenge, especially for English as Foreign Language (EFL) learner. Learners see the difficulty of some aspects of the speaking that they can not control.

. However, difficulty can not be allowed to just be a hardship. It is necessary to know what strategies are appropriate for developing learners' English speaking skills. This helps them to be more aware of what is holding them and help them to overcome the difficulties.

2.4 Analytical Construct

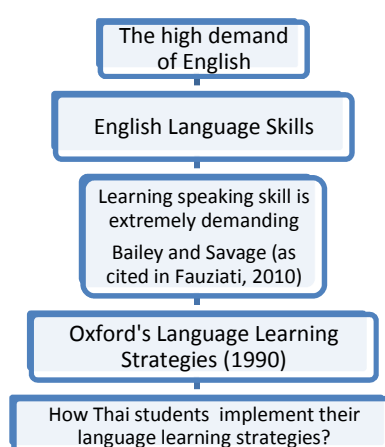


Figure 7. Analytical Construct

2.5 Key Terms

Thai Students' Strategies to Develop English Speaking Skill in Department of English Language Education Universitas Islam Indonesia.

Thai students International students from Thailand registered as students in Department of English Language Education in 2015 and 2016.

Strategies to Develop English Speaking Skill Oxford (1990)'s statement on language learning strategies classification which are beneficial to develop speaking skill.

CHAPTER III

RESEARCH METHOD

This chapter presents methodology that the researcher uses, including research design, data preparation (participants, types of data, and sources of data), data collection technique, data analysis and trustworthiness of the research.

3.1 Research Method and Design

Trochim (2005) notes that research design as a glue that holds the research project together and it is a systematic plan for seeking and obtain the evidence needed to answer the research question by the data gathered. Since the present study is to investigate Thai students' strategies in developing their English speaking skill in classroom activities in Department of English Language Education Universitas Islam Indonesia, the present study employs qualitative research design, specifically descriptive qualitative method . According to Moleong (2009) qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects e.g behavior, perception, motivation, and action. Holistically and with a form of words and language in the specific context in which the natural and utilize natural methods. Along with that definiton, Myers (1997) define qualitative resarch as a method is used to study social and cultural phenomena. In addition, Bogdan and Biklen in Sugiyono (2011) define characteristic of qualitative research is conducted in natural conditions, is descriptive, emphasize process rather than product, inductive data analysis, and emphasize meaning. . In this research, the researcher rely on the respondents' experience to provide insight on their learning speaking challenges strategies . Data collection involved interviewing, collecting documents, video tapping.

3.2 Data Preparation

There are several aspects in data preparation that researcher need to do during the research. Those aspects are the participant or respondent of research, type of data and source of data.

3.2.1 Research Participants and Setting

Due to global mobility initiative launched by Universitas Islam Indonesia, since 2015 the university accepted international students from Thailand. Three students choose to study in Department of English Language Education in 2015 while in 2016 there are two Thai students choose to study in the department. From 5 Thai students, 2 were chosen to be the research participants and coded by pseudonyms Subject 1 and Subject 2 because those two students provided more data than the other 3 students. From initial observation, Subject 1 has better speaking proficiency than Subject 2.

In addition, since the participants attended different courses, the researcher collected the data in any classes that Subject 1 and 2 attended, which were : Intensive Reading, Extensive Listening and Classroom English. Role play, discussion, and presentation are classroom activities that become researcher's consideration to get data for the research because those activities require subject 1 and 2 to speak.

3.2.2 Type of Data

There were 3 types of data that researcher used in this research, that are interview transcript, observation field notes and related documents (video recording and pictures). The description of the data is in the form of verbal and written document then they was constructed schematically, narratively and descriptively. Interview transcript is used as the primary data while observation report and the related document (video recording and pictures) is used as secondary data. Moreover, observation report is gathered in the form of

field notes and for the interview is in the form of recording and transcribing. The analysis technique is used to analyzed and processed the data were gathered. So therefore that is used to answer the question of the research.

3.2.3 Source of Data

In conducting this research, the researcher try to get the data from 2 Thai students (Subject 1 and Subject 2) while they were attending Intensive Reading, Extensive Listening, and Classroom English.

3.3 Data Collecting Technique

Data collection technique is the way researcher do to obtain the data in order to get extended data. For the technique to collecting the data, the researcher use triangulation which take in interview, observation and documention. Based on data sources it can be divide into two types. First is primary data and second is secondary data. The primary data collection technique in this research is interview. Data collection techniques in this research figure out in the diagram below.

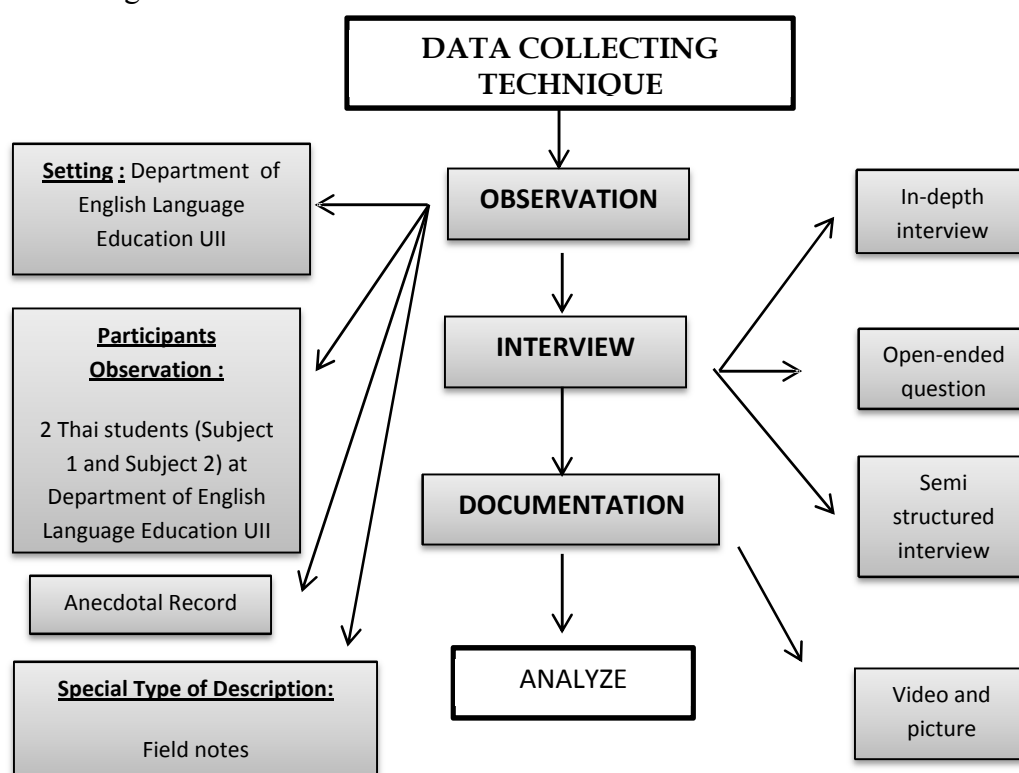


Figure 8. Data collecting technique

3.3.1 Classroom observation

Observation is activity to observe, or the way to collect data by direct observation and systematic recording of the object, analyze and understand the phenomena based on purpose of the research.

In conducting this research, the researcher was not involved into the students activity. The researcher attempted to gain the data by looking at the verbal and non-verbal language given by students. In this research, the researcher had role as participant observation to get deep information and complete of students behavior during learning process in the classroom. Furthermore, the researcher as the passive observer which means the researcher only sit in observed class instead of engage in the activity. Meanwhile, the researcher also took notes and video recording to obtain the detail information of description of the classroom situation. The observation was conducted in Intensive Reading, Extensive Listening, and Classroom English.

3.3.2 In – Depth Interview

According to Kvale (1996) qualitative research interview inquire about description and the meanings of main themes in the life world of the subjects. The main role in interviewing is to recognize the meaning of what the interviewees say (Kvale,1996). Moreover, Creswell (2008) divides interview into 4 categorization: 1). One to one, 2). Focus on group interview, 3). Telephone interview, 4). Electronic email interview. According to Arikunto (1990) also classify interview into 3 categorization. 1). Structured interview, 2). Semi-structured interview, 3). Unstructured interview.

Based on the classification above, the researcher use semi-structured interview where the researcher uses a set of question in order to expand the deep information. In conducting

this research, the researcher used the support of interview guidance to ease and focus toward the question asked. The researcher use one-to-one interview as well. In one-to-one interview the researcher dig the information by asking some question and note the answer from one informan in one time. To collect the data from interview, researcher prepared a set of question that going to ask or confirmed and transcribing the result of interview later.

3.3.3 Documentation

Documentation is process on collecting data or document that relates and support information of the research. The researcher collecting documents consist of video and picture of student's activity in classrooms. The document covered the activity, setting of the research and the role of the participant. These documents are used as supporting data to get validity from the phenomena and how the participant interprets those phenomena.

After recording the teaching and learning process in a classroom context, the researcher makes a transcript to be analyzed. The researcher transcribed all the speeches recorded and all physical terminologies used by the students.

3.4 Data Analysis

Data analyses were conducted after the researcher got all data. In this research, the researcher analyzed data based model of analysis by Miles and Huberman (1984). These models consist of data reduction, data display and conclusion drawing or verification.

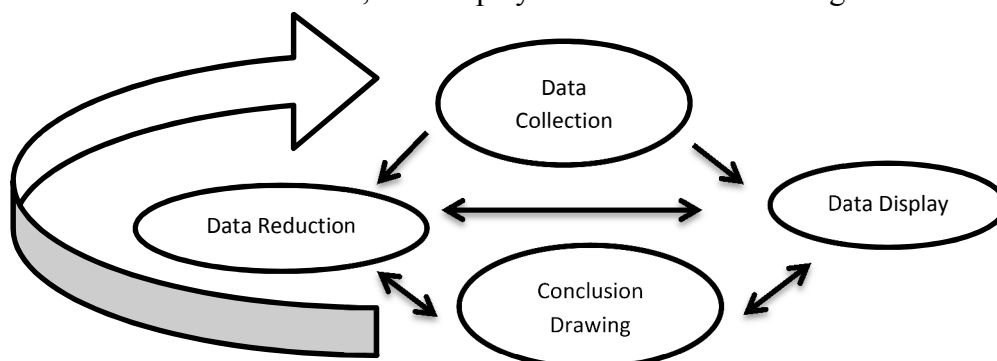


Figure 9. Interactive model of analysis, Miles and Huberman 1984

3.4.1 Data Reduction

Data obtained from observation is complex and complicated, therefore the researcher needs to do analyze by data reduction. Separating between the core data and additional data. Besides, data reduction means that summarize, choose the important data, focus on important aspect, finds the theme and pattern, and discard that not necessary. In line with it, Moleong (2006) define reducing the data as summarizing, prefer the main thing, focusing on the important things, finding the topic and the form.

Furthermore, data that has been reduced provide an illustration more clearly and make the researcher easy to do future research. Meanwhile, during data reduction the researcher asked the lecture with purpose to develop insight and get significant result.

In this research, the result of recording interview is turned into a form of verbatim interview and observation (field note) result is change into verbatim as well. Meanwhile, the result of documentation is arrange into script of analysis document.

3.4.2 Data Display

The next step will be taken after reduction step is data display. This is process of displaying data in the form of table, list of categorization and narrative so it will be more understandable. According to Miles and Huberman, (1984) data display in qualitative research is in the form of narrative text ordinary. Data display is used to understand the phenomenon easily and make a plan to do future research. Miles and Huberman (1984) in Sugiyono (2013) state that narrative text is mostly used to present data in qualitative research. Therefore in this research, the researcher use narrative to display data.

3.4.3 Conclusion Drawing

The last step in data analysis is drawing conclusion or verification. In this step, the researcher is able to see what the data or even the illustration of answer of the research question. The entire data be gathered, categorized, examined and analyzed its relation among the categories. Then it continue

3.5 Trustworthiness

The trustworthiness of qualitative research generally is often questioned by positivist, perhaps because their concept of validity and reliability cannot be addressed in the same way (Shenton, 2004). In this research, the researcher uses triangulation. Triangulation means the way to measure data based on convergence of multiple data sources. Triangulation is measure three important aspects are transferability, dependability and conformability. Meanwhile, in this research sources triangulation is used to assess validity.

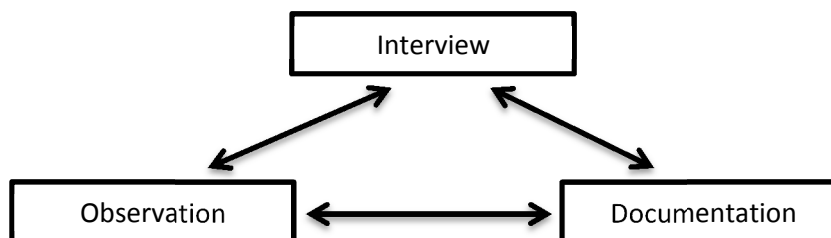


Figure 10. Data Triangulation

3.5.1 Transferability

According to Shenton, (2004) transferability is external validity and concerned with the extent to which the findings of one study can be applied to other situation. Therefore, the researchers write the report in systematically, detail, clear and trustworthy to makes reader understand about the result and decided whether or not to apply the research in another place.

3.5.2 Dependability

In qualitative research, dependability also called as reliability. The research is reliable if the other person can repeat process of the research. In this research, dependability test are conducted by audit the whole process of research by expert (lecturer). Data triangulation which is means to measure three important aspects in trustworthiness. Those aspects are transferability, dependability and conformability.

3.5.3 Conformability

Conformability also called as objectivities test in qualitative research. The research is objectives if the people agree about the result. Furthermore, conformability has the same process with dependability test. Therefore, both of the tests can be conducted in the same time.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the collected data and its analysis. The data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1. Findings

In this part, research data, which are collected from 3 different types of sources, are displayed as they are. Those data were categorized into certain themes and then coded to reveal finding and support discussion of the research.

4.1.1. Observation

In this research, classroom observation was intended to capture Thai student strategies to develop English speaking skill. There were 6 observation notes of Subject 1 and 6 observation notes of Subject 2. Researcher sat in the classroom where the participants perform activities that support the researcher to get the required data data related to their strategies in speaking, such as whenever they spoke in discussions, presentations, and role plays in Intensive Reading, Extensive Listening and Classroom English courses. The observation focused on the Thai students' strategies to develop an English speaking skill. The researcher observed the teaching and learning process from the beginning till the end of the class.

The construct of observation notes used to collect data was Oxford's (1990) Language Learning Strategies to develop English speaking skill . The results demonstrated that what strategies Thai students used related to the task they performed. As demonstrated by Subject 1, she practiced role play before presenting in front of the class. In addition, at different

meetings, Subject 2 gets a turn to play a role in which she acts as a math teacher teaching mathematical summation to elementary school students. She asked to her students how many fruits she mentioned, then one student asked about the shape of apple and orange. Then she drew an apple and orange on the whiteboard. The pictures represented a description about the shape of apple and orange that may be quite difficult for her to describe. An example of these observation results indicates that subjects 1 and 2 have chosen strategies that fit their learning context at that time.

From the observations, it was proven that not all categories appeared. Subjects of the research are more likely show 2 strategies, namely compensation strategy and metacognitive strategy. Therefore, 4 from 6 categories which did not appear were eliminated, those are : memory strategies, cognitive strategies, affective strategies and social strategies.

Table 3. Observation Schedule

	Date	Coursework	Activity
1	June 7 2017	Extensive Listening	Group Presentation
2	June 8 2017	Classroom English	Role play
		Extensive Listening	Watching a short-movie and discussion
3	June 9 2017	Classroom English	Making a short video: "How to make sentence in simple past tense"
		Classroom English	Role play
4	June 15 2017	Classroom English	-Ice breaking: Short-movie discussion -Role play
		Classroom English	Making video: Reporting video
		Classroom English	Role play
		Classroom English	Single role play

		Classroom English	Role play
5	June16 2017	Intensive Reading	Group Discussion

4.1.2. Interview

Interview in this study was a semi-structured in-depth interview with open-ended question. It involved 2 Thai students study at English Language Education Department of Islamic University of Indonesia. These 2 Thai students as respondent are asked to give informations about their strategies in learning speaking. These 2 participants was chosen due to they provide rich data than 4 other participants related to this research. The participants were interviewed individually in different times but the same place.

In the beginning, there were 6 components with 46 strategies useful for learning speaking in Oxford's (1990) Language Learning Strategies to develop English speaking skill. The first construct of the interview can be seen in the following table.

Table 4. Strategies Useful for Learning Speaking According to Oxford (1990)

Item	Component	Strategy
1	Memory	Placing new words into a context
2		Representing sounds in memory
3		Structured reviewing
4		Repeating
5		Formally practising with sounds and writing systems
6	Cognitive	Recognizing and using formulas and patterns
7		Recombining
8		Practising naturalistically
9		Using resources for receiving and sending messages
10		Reasoning deductively
11	Direct	Translating
12		Transferring
13		Switching to the mother tongue
14		Getting help
15		Using mime or gesture
16	Compensation	Avoiding communication partially

		or totally
17		Selecting the topic
18		Adjusting or approximating the message
19		Coining words
20		Using a circumlocution or synonym
21		Overviewing and linking with already known material
22		Paying attention
23		Delaying speech production to focus on listening
24		Finding out about language learning
25	Metacognitive	Organizing
26		Setting goals and objectives
27		Identifying the purpose of a language task
28		Planning for a language task
29		Seeking practice opportunities
30		Self-monitoring
31		Self-evaluating
32		Using progressive relaxation, deep breathing, or meditation
33		Using music
34		Using laughter
35	Affective	Making positive statements
36		Taking risks wisely
37		Rewarding yourself
38		Listening to your body
39		Using a checklist
40		Writing a language learning diary
41	Social	Discussing your feelings with someone else
42		Asking for correction
43		Cooperating with peers
44		Cooperating with proficient users of the new language
45		Developing cultural understanding
46		Becoming aware of others' thoughts and feelings

Since there were only 2 components, namely the compensation strategy and metacognitive strategy appeared on the observation, a revised version of the interview construct was used with consideration of facilitate researcher to digging up more data. as shown in Table 5.

Table 5. Revised Version of the Interview Construct

Item	Component		Strategy
1	Direct	Compensation	1. Switching to the mother tongue
2			2. Getting help
3			3. Using mime or gesture
4			4. Avoiding communication partially or totally
5			5. Selecting the topic
6			6. Adjusting or approximating the message
7			7. Coining words
8			8. Using a circumlocution or synonym
9	Indirect	Metacognitive	1. Overviewing and linking with already known material
10			2. Paying attention
11			3. Delaying speech production to focus on listening
12			4. Finding out about language learning
13			5. Organizing
14			6. Setting goals and objectives
15			7. Identifying the purpose of a language task
16			8. Planning for a language task
17			9. Seeking practice opportunities
18			10. Self-monitoring
19			11. Self-evaluating

The excerpt from transcript of the interview can be seen in table 6 while the complete transcription is attached in appendix 1.

Table 6. Excerpt of Interview Transcript

Transcription 2 Respondent : Subject 1 Time : 13.00 – 14.15 WIB Date : September 17, 2017 Place : Student Dormitory of UII I : Interviewer, R : Respondent				
Subject	Line	Transcription	Theme	Code
I		Kamu udah berapa lama belajar Bahasa Inggris? Dari kapan?		
R	1	Udah dari <i>primary school</i> . Terus hmm.. <i>high school</i> .		
I		<i>Primary school</i> sama <i>high school</i> nya berapa tahun di Thailand?		
R	2	<i>Primary school</i> 6 tahun sama <i>high school</i> juga 6 tahun.		
I		Oh sama seperti di Indonesia.		
R	3	Dulu juga pernah ikut <i>English course</i> disana 1 tahun.		
I		Belajar <i>speaking</i> nggak?		
R	4	Semuanya mbak. Belajar <i>grammar</i> juga. <i>Speaking</i> juga. Jadi aku masuk <i>course</i> itu buat masuk <i>university</i> disana. Di Thailand. Aku pengen kuliah Bahasa Inggris.		
I		Saat ikut <i>course</i> itu, pembelajarannya lebih cenderung fokus ke <i>skill</i> apa? kan ada <i>listening</i> , <i>speaking</i> , <i>reading</i> dan <i>writing</i> .		
R	5	Semua. Semuanya kita pelajari.		
I		Emang intensitas belajar tiap <i>skill</i> nya sama?		
R	6	<i>Speaking</i> sama <i>writing</i> nya lumayan sering sih waktu itu.		
I		Kalau untuk <i>speaking</i> , pembelajarannya gimana?		

4.1.3 Documentation

Data of documentation was gathered by observation. Type of documentation was student's reflection, video recording of participants' speaking activities and pictures. The researcher captured the activities when the participants doing speaking activities. The documents (videos and pictures) analyzed to get validity of the field facts.



Figure 11. Participant' speaking activities

4.1.4 Thematizing

In this phase, the researcher classified research data into several categorizations. The categorizations were revealed and confirmed the prefigured themes, which were broken down into more specific subthemes to be practical. Thematizing is presented in the table 6 below.

Table 7. Thematizing Matrix

No.	Code	Component	Strategy
1	D.SMT	Compensation	Switching to the mother tongue
2	D.GH		Getting help
3	D.UMG		Using mime or gesture
4	D.ACOM		Avoiding communication partially or totally
5	D.SLCT	Selection	Selecting the topic
6	D.ADJM		Adjusting or approximating the message
7	D.COWRD		Coining words

8	D.UCS	Metacognitive	Using a circumlocution or synonym
9	I.OVW		Overviewing and linking with already known material
10	I.PATT		Paying attention
11	I.DLYS		Delaying speech production to focus on listening
12	I.FLL		Finding out about language learning
13	I.ORG		Organizing
14	I.SGO		Setting goals and objectives
15	I.IDNP		Identifying the purpose of language task
16	I.PLN		Planning for a language task
17	I.SPO		Seeking practice opportunities
18	I.SM		Self-monitoring
19	I.SE		Self-evaluating

4.1.5 Coding

Coding is the process inputting evidence into categorization based on theme and giving certain code on the evidence. In this research, the researcher created coding system for all data resources: observation field notes, interview, and documentation. Table 7 displays the coding system.

Table 8. Coding System

Data Source	Coding Sample	Meaning
Observation Field Notes	O/I.SE/S1	“O” (for observation field notes) means the data is gathered from observation notes. “I.SE” is the combination between component and the strategy, which is abbreviation of indirect - self-evaluation. “S1” means it is from observation field notes on subject 1.
Interview	I/1/D.SMT/7-8	“I” (for interview) means the data is gathered from interview. “1” for subject 1. ”D.SMT” is the combination between component

		and the strategy, which is abbreviation of direct - switching to the mother tongue. “7-8” means it is from interview transcript line 7 until line 8.
Documentation	VR/2/D.UCS /1.23	“VR” (video recording) means data gathered from video recording. “2” for subject 2. “D.UCS” is the combination between the component and the strategy, which is abbreviation of direct - using a circumlocution or synonym. “1.23” means the time in the video.

4.2 Discussion

This part presents researcher’ interpretations and analysis on the research data. These interpretation and analysis are elaborated in pre-figured theme sequence.

4.2.1 Switching to the mother-tongue

From the data of interview (I/2/D.SMT/32, I/2/D.SMT/33) indicates that in answering lecturer’s question, subject 1 seeks to answer questions posed in English. Switching to the mother-tongue done when the participant was unable to express his idea in an English sentence correctly. Looking back on her background of the language used in the family environment in Thailand, the student speak Malay language. The Malay and Indonesian languages have a similarity both in sound and sentence structure. So when he finds it difficult to string a sentence in english, she turning speaking in Bahasa.

“Ya berusaha jawab pakai Bahasa Inggris mbak. **Tapi kan nggak complete.**” (I/2/D.SMT/32)

“Aku ngomong Bahasa Inggris, trus nanti juga ngomong Bahasa Indonesia. **Masih campur campur mbak.** Kan aku nggak tahu ngomong Bahasa Inggris semuanya.” (I/2/D.SMT/33)

[translation]:

“I still speak English, **but not overall.**” (I/2/D.SMT/32)

“I speak English but then speak in Indonesian language. **It still mixed.** I still cannot speak in full English.” (I/2/D.SMT/33)

This finding is supported by data from the observation notes (O/D.SMT/S1&S2). The following table is the excerpt of observation note.

Table 9. Excerpt of Observation Note (O/D.SMT/S1&S2).

Subject	Date	Time	Course	Class Activity	Strategy	Note
Participant 1 & participant 2	June 16, 2017.	100”	Intensive Reading	Group Discussion		Both subject 1 and subject 2 were not volunteered themselves to give opinion to their group.
					Switching to the mother tongue	Subject 2 discussed with her friend in Bahasa Indonesia

The evidence above categorized in switching to mother tongue strategy. Trying to keep talking and share idea with friend in Bahasa Indonesia shows subject 2’s strategies in developing speaking strategies. The mother-tongue still affected their English language learning and communication because English is not used for daily communication. It makes she do not feel natural and confidence in speaking. It might because the subjects in a class of around twenty to twenty five then she realize that lecturer cannot listen them at the same time so she feel did not have to speak in English. It proven by the excerpt of interview I/1/I.SM/44.

“[...] Kayak *interview*, presentasi, *role play* itu kan memang wajib. Bergiliran gitu kan mbak, maju satu-satu. **Kalau diskusi orangnya banyak, itu nggak**

wajib gitu ngomongnya. Siapa yang mau ngomong aja. Aku jarang aktif. Cuma ngomong sedikit sedikit aja.” (I/1/I.SM/44)

[translation]:

“[...] interview, presentation, and roleplaying forces us to have to speak, because it takes turns in each group member. While discussion activities, we are not forced to speak (not necessarily) because in discussion there are many students in one group. Anyone who wants to speak is allowed. But I am rarely active in discussion activities. Just speak a little.” (I/1/I.SM/44)

4.2.2 Getting help

The second strategy used by both subject 1 and subject 2 is getting help. Data from the interview and observation notes indicates kind of “help” they usually used are seeing their notes while speaking, asking friend how to pronounce some words correctly, read the transcription when presenting, ask friend for clarification and correction, and open an online or offline dictionary. The following excerpt of observation note (O/D.GH/S1, O/D.GH/S2) approve that subject s use “getting help” as a strategies to develop speaking skill.



Figure 12. Getting help

Table 10. Excerpt of Observation Note (O/D.GH/P1, O/D.GH/P2)

Subject	Date	Time	Course	Class Activity	Strategy	Note
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Participant 1	June 8, 2017.	100''	Extensive Listening	Watching a short-movie and discussion	Getting help	When giving opinion, she saw her note some while.
	June 15, 2017.	100''	Classroom English	-Ice breaking: Short-movie discussion -Role play	Getting help	Lecturer tell that she was love the word "sophisticated". Nisreen -asked her friend how to pronounce it and repeat it several times.
	June 15, 2017.	2''	Classroom English	Reporting	Getting help	Sometimes Nisreen saw her notes to make sure that she does not missed the point.
Participant 2	June 7, 2017.	100''	Extensive Listening	Group Presentation	Getting help	While presenting, Miskat read the transcription of the shown video frequently.
	June 7, 2017.	100''	Extensive Listening	Group Presentation	Getting help	While presenting and read the transcription, Miskat found a word that difficult to pronounce. Miskat asked her friend how to pronounce the word.
	June 15, 2017.	100''	Classroom English	Role play	Getting help	Miskat asked to her friend when observer ask her which scenario they choose and who will be the teacher or student.

Moreover, data from interview (I/1/D.GH/28, I/1/D.GH/46, I/2/D.GH/26, I/2/D.GH/27, I/2/D.GH/34-35, I/2/D.GH/38-39) also strengthen the proof that both subject 1

and 2 tend to getting help from another student they addressing or using some tools/ media ask use “getting help”.

“Nanya ke teman di samping (the meaning of question asked by lecturer) Mereka mau jelasin. Dosennya kalau liat aku nggak ngerti gitu, juga ulangin pertanyaannya mbak.” (I/1/D.GH/28)

“Nyari artinya di kamus. Biasanya kalau aku nemuin *vocab* baru, nanti sering muncul di materi-materi selanjutnya.” (I/1/D.GH/46)

“Ya sulit juga mbak (presentation). Tapi ya karena sulit itu aku cuma baca (ppt). Liat aja yang tertulisnya apa. Gitu.” (I/2/D.GH/26)

“Baca ppt nya mbak. Terus baca *note* nya. Sebelum presentasi aku tulis *note*. Pas presentasi itu yang aku baca, sama yang di ppt juga. Kalau nyapa teman teman gitu pas opening, nggak baca *note* mba. Ya opening kayak biasa aja.” (I/2/D.GH/27)

“[...] Atau biasanya aku *translate* gitu dari Bahasa Thailand. Diketik terus di *translate* gitu yang nggak tau bahasa Inggrisnya. [...] *translate* pakai Google translate sih biasanya. Kadang-kadang juga pakai *dictionary* di HP. Tapi kalo di HP kan cuma Bahasa Thailand-Inggris aja. Kalau di *Google Translate* bisa semuanya.” (I/2/D.GH/34-35)

“Aku tanya teman biasanya. Gimana cara ngomongnya. Gimana Bahasa Inggrisnya gitu. Teman mau bantu mbak. Baik. Terus kalau pas aku ditanya dosen dan nggak paham, teman teman juga bantu jelasin.” (I/2/D.GH/38-39)

[translation]:

“I asked to my friend sitting next to me (about the meaning of question asked by lecturer). They are willing to explain. When the lecturer see me confused, she/he repeated the question.” (I/1/D.GH/28)

“I opened the dictionary and looking for the meaning. When I got a new vocabulary, it usually will often appear in the next material.” (I/1/D.GH/46)

“For me, it (presentation) was difficult. So I just read what written on ppt. Just read point by point.” (I/2/D.GH/26)

“I read the ppt, then I explained the points by reading the small notes. Before the presentation session, I prepared some notes. So when doing the presentation, I read what is written in the ppt and the small notes I had prepared. But for opening session of the presentation, I speak English fluently without looking notes. Making just a simply opening.” (I/2/D.GH/27)

“ [...] or usually I try to translate the sentence from Thai language to English. I type some words that I do not know how to say them in English. [...] I usually use Google Translate for translating. Sometimes I also use the e-dictionary in my handpone. But the e-dictionary I have is

only Thai and English. Google translate is more flexible. It easier to used.” (I/2/D.GH/34-35)

“I usually ask my friend how to say it in English. They willing to help me. They are good friend. **When they saw me confused when I got some question from lecturer, they explain more to make me understand.”** (I/2/D.GH/38-39)

From the interview (I/1/D.GH/28, I/2/D.GH/34-35, I/2/D.GH/38-39), it can be concluded that when subject get confused about the question asked by the lecturer, they asking their friend to clarify meaning of the question. Also, when they cannot think of words during the conversation in English, they ask for help from the person they addressing. Sometimes, the subject 1 feels difficult to say her idea in English. She just has an idea to say but hard to make it in correct sentence. Usually she translate the sentence from Thai language to English use *google translate* or offline dictionary available in her smartphone. So, it categorized as “getting help” strategy.

From the interview that code (I/1/D.GH/46), the subject 1 took the initiative to look up the meaning of difficult words he found during the discussion group's session in the dictionary. Somehow she realized that trying to find out the meaning of the difficult word will make her easier to understand the material of group discussion.

Furthermore, data from the interview also points out that participant using the help of text on the PowerPoint slide and the notes she had prepared earlier to make it easier to deliver presentation points.

“Ya sulit juga mbak. Tapi ya karena sulit itu aku cuma baca. Liat aja yang tertulisnya apa. Gitu.” (I/2/D.GH/26)

“Baca ppt nya mbak. Terus baca *note* nya. Sebelum presentasi aku tulis *note*. Pas presentasi itu yang aku baca, sama yang di ppt juga. Kalau nyapa teman teman gitu pas opening, nggak baca *note* mba. Ya opening kayak biasa aja.” (I/2/D.GH/27)

[translation]:

“For me, it (presentation) was difficult. So I just read what written on ppt. Just read point by point.” (I/2/D.GH/26)

“I read the ppt, and then I explained the points by reading the small notes. **Before the presentation session, I prepared some notes. So when doing the presentation, I read what is written in the ppt and the small notes I had prepared.** But for opening session of the presentation, I speak English fluently without looking the notes. Making just a simply opening.” (I/2/D.GH/27)

4.2.3 Using Mime or Gesture

Table 11. Excerpt of Observation Note (O/D.UMG/S1&S2, O/D.UMG/S1, O/D.UMG/S2)

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 1	June 16, 2017.	100”	Intensive Reading	Group Discussion	Using mime or gesture	When lecturer asked subject 1 a question, she shake her head and smile. Subject 2 was not answer the question.
	June 8, 2017.	100”	Extensive Listening	Watching a short-movie and discussion	Using mime or gesture	Used gestures by hand-gesture when she does not know to say some words in English.
Subject 2	June 8, 2017.	100”	Extensive Listening	Watching a short-movie and discussion	Using mime or gesture	Frowned while thinking what she going to say.
	June 9, 2017.	4”	Classroom English	Make a short video	Using mime or gesture	Subject 1 change her view direction, glance up, tried to remember point she going to explain.

June 15, 2017.	100"	Classroom English	Role play	Using mime or gesture	Her friend ask her to give response about her showing. Subject 2 just chuckled.
June 15, 2017.	2"	Classroom English	Single role play	Using mime or gesture	Subject 2 gave many instruction and wiggling her hands. There is no interaction because it is a single role play. Subject 2 as a teacher and there is no student.

Observation notes above indicates “using mime or gesture” strategy between subject 1 and subject 2. Furthermore, data from interview also strengthen the proof that both participants use gestures when they cannot think of a word during a conversation or speaking in English.

“Pas memang benar benar nggak tau mau ngomong apa, biasanya **aku senyum aja mbak. Terus kayak gini.** (shrug, shows that she has no idea).” (I/1/D.UMG/18)

“[...] **Gerakin tangan gitu. Misalnya mau jelasin makanan nggak tau Englishnya. Kalau bentuknya keriting keriting tanganku gini mbak. (move the hands to form curly twist).**” (I/2/D.UMG/36)

“Atau kalau nggak ngerti, aku gambar. Pernah pas aku role play itu aku jadi teachernya, terus **aku gambar apel.**”(I/2/D.UMG/39)

[translation]:

“When I literally do not know what to say, **I just smile. Like this** (shrug, shows that has no idea).” (I/1/D.UMG/18)

“[...] **making hand gestures. For example, when I want to explain about food but I do not know how to say it in English. If it's curly, my hands move like this** (move the hands to form curly twist).” (I/2/D.UMG/47)

“Or if my friends are still do not understand, then I draw the picture. At that time, I got a role as a teacher in role playing. **I draw an apple** in white board.” (I/2/D.UMG/50)

4.2.4 Avoiding Communication Partially or Totally

The strategy of avoiding communication was the one that was most interpretation. Avoiding certain topics before or during speaking in English because the topic is difficult and unfamiliar for them. The following two source of evidence in this research confirm that both subject 1 and subject 2 did this strategy.

Table 12. Excerpt of Observation Note (O/D.ACOM/S1)

Subject	Date	Time	Course	Class Activity	Strategy	Note
Participant 1	June 15, 2017.	100"	Classroom English	-Ice breaking: Short-movie discussion -Role play	Avoiding communication partially or totally	Choosing one of some scenarios given by lecturer. Subject 1 and friend chose scenario 1: "You play an audio and ask your student to repeat/ retell the information from the audio."

Data from interview also confirm that both subject 1 and subject 2 tend to choose the easier topic instead choosing the difficult one. Subject 1 and subject 2 were doubt if they have to choose a rather difficult topic. The feeling of not being able to master the topic and their assumption that speaking in English naturally should be spontaneous and it becomes their reason to avoid difficult topic.

It also shows that they tend to choose a "safe" way rather than having to lose ideas while making conversation or role playing in front of the class in another word, subject 1 and subject 2 are avoiding communication by anticipating the difficulties in order to save their emotionally.

“[...] Tapi aku ganti dengan kalimat yang mudah yang aku bisa. **Yang aku susah buat kalimatnya, aku nggak ngomong.**” (I/1/D.ACOM/35)

“[...] **Kalau yang sulit nanti aku takut nggak bisa.** Ngomongnya hmm..hmm..gitu.” (I/1/D.ACOM/37)

“**Nggak pernah (never choose the difficult scenario). Karena takut nggak bisa *role play* nya.** Maksudnya kan kalau lagi *role play* itu kita harus spontan gitu ide nya mbak. Kalau milih yang sulit nanti takut nge-*blank* pas di depan kelas.” (I/2/D.ACOM/33-34)

[translation]:

“[...] But I change with the easier sentence. **I was not said the difficult one.**” (I/2/D.UMG/50)

“[...] **If I choose the difficult topic, it seems like I can't hold the topic.** It will be too much “hmm”. (I/1/D.ACOM/37)

“**Never (never choose the difficult scenario in doing role play), because I was worried I cannot speak much.** I mean, the spontaneity about what to say in doing role play is necessary. If I choose the difficult one, I worry that I will have no idea when performing the role play.” (I/2/D.ACOM/33-34)

4.2.5 Selecting the topic

Evidence from the following observation note (O/D.SLCT/S1, O/D.SLCT/S2) illustrates the use of compensation strategy done by both of subject 1 and subject 2. In developing their speaking skill, participants trying to direct the conversation to a familiar topic.

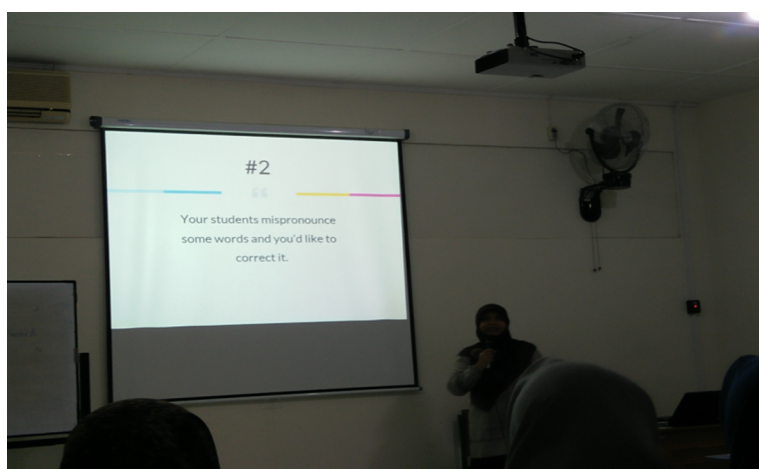


Figure 13. Selecting topic

Table 13. Excerpt of Observation Note (O/D.SLCT/S1, O/D.SLCT/S2)

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 1	June 9, 2017.	4"	Classroom English	Make a short video	Selecting the topic	Subject 1 decide to make a video about how to make sentence in simple past tense
Subject 2	June 15, 2017.	100"	Classroom English	Role play	Selecting the topic	Subject 2 and her friend chose scenario 2: "Your students mispronounce some words and you'd like to correct it."

Furthermore, interview data (I/1/D.SLCT/37, /2/D.SLCT/30) indicates that the selection of topics is based on their level of convenience and the closeness of the topic to their daily lives. Choosing a topic that they find easy will help them to develop a conversation, such as in role play activities in the classroom. In addition, it also to avoid mumbling.

"Pilih yang mudah. Kalau yang sulit nanti aku takut nggak bisa. Ngomongnya hmm..hmm..gitu." (I/1/D.SLCT/37)

"Kalau dulu itu ada skenarionya. **Jadi kita disuruh milih.** Yang kita ngerasa itu mudah, ya pilih itu terus nanti kita *role play* di depan kelas. **Ya aku milihnya yang mudah aja mbak.** Yang kira kira aku tau tentang topik itu. **Biar mudah nanti pas *role play* nya.**" (I/2/D.SLCT/30)

[translation]:

"I choose the easier topic. If I choose the difficult topic, it seems like I can't hold the topic. It will be too much "hmm". (I/1/D.SLCT/37)

"Some scenarios are given by lecturer, so **we asked to choose one scenario.** We need to choose the easier one then performing the role play in front of the class. **Surely I choose the topic that I think I can hold it. Hope it can help me to play and speak fluently.**" (I/2/D.SLCT/41)

4.2.6 Adjusting or approximating the message

The doubts that arise during the conversation are caused by many things. it may be that the doubt arises because of the lack of vocabulary and in certain situations the student missed some parts of the conversation. In this kind of situation, students need to set up strategy so they can still follow the conversation well and speak naturally. Oxford (1990) states that compensation strategies aid learners in overcoming knowledge gaps and continuing to communicate authentically (p.14-16).

In line with that, subject 1 has anticipated that limitations by approximating what the interlocutor (the lecturer) said. The following excerpt of interview transcription is confirming the statement.

“Kadang –kadang ngerti, kadang-kadang juga nggak. **Bisa ngerti karena dipikir-pikir aja gitu mbak maksudnya apa.**” (I/1/I.ADJM/26)

“**Iya. Jadi aku tebak gitu dosennya ngomong apa.** Supaya bisa jawab pertanyaan kan harus paham dulu pertanyaannya apa. [...]” (I/1/I.ADM/27)

[translation]:

“Sometimes I understand, but sometimes not. **I understand because I guess the point.**” (I/1/I.ADJM/26)

“**Yes. I guess what the point of the question.** We need to understand the point of the question so we can answer, right? [...]” (I/1/I.ADM/27)

4.2.7 Coining word

“Ngerti mbak (her gesture). **Kan aku deskripsiin juga sedikit** (she did not know name of a food). Sebisa aku. Trus teman langsung ngasih tau *English* nya.” (I/2/D.COWRD/37)

“**Misalnya warnanya apa, belinya dimana, rasanya gimana.**” (I/2/D.COWRD/38)

[translation]:

“Yes, I understand (her gesture). **I describe it a little** (she did not know name of a food). As much as I can. Then my friend told me how to say it in English.” (I/2/D.COWRD/48)

“**For example, what the color, where I can get it, and how the taste.**” (I/2/D.COWRD/49)

The excerpt of interview transcription above confirm that in some part of conversation she have no idea to say something. Subject 2 invents new words by describing when she did not know the right one in English.

4.2.8 Overviewing and linking with already known material

This strategy is one of some strategy that often done by those 2 subjects. Linking comprehensively the materials in upcoming speaking activity and associating it with what is already known. Both of subject 1 and subject 2 often use expression from their textbook for role playing. Expressions they used are in accordance with he selected scenario (O/I.OVW/S1, O/I.OVW/S2)

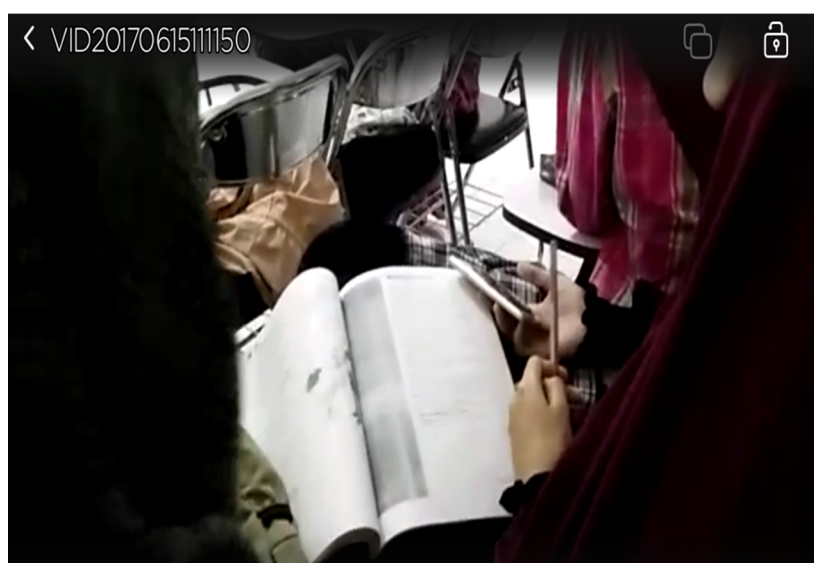


Figure 14. Overviewing and linking with already known material

Table 14. Excerpt of Observation Note (O/I.OVW/S1, O/I.OVW/S2)

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 1	June 15, 2017.	100"	Classroom English	-Ice breaking: Short-movie discussion -Role play	Overviewing and linking with already known material	Subject 1 found some expressions for classroom context in the text book and pronounce the expressions repeatedly.
Subject 2	June 8, 2017.	100"	Classroom English	Role Play using media (realia, poster, board, ppt)	Overviewing and linking with already known material	Before role-play in front of the class, subject 2 opened her text book, finding some expressions.
	June 15, 2017.	100"	Classroom English	Role play	Overviewing and linking with already known material	Subject 2 opened the text book to find some expressions will be used. Some expressions used is in accordance with the selected scenario.

In addition, data from interview (I/1/I.OVW/31, I/2/I.OVW/25) also confirm that the 2 subjects try to re-opened their notes to find some expressions they can use to answer question asked by lecturer. Preview last lesson to get a general idea may help them to organized and relates their answer to what already known.

“Apa ya? Ya tetap aja jawab. Kalau pertanyaannya tentang teori gitu, **aku cepat cepat liat catatan.**” (I/1/I.OVW/31)

“**Ingat materi sebelumnya, Mbak.** Pertanyaannya itu kan ada hubungannya juga dengan teori yang dipelajari sebelumnya. **Kalo nggak ingat ya cepat cepat buka catatan lagi.** (ketawa)” (I/2/I.OVW/25)

“[...] Di papan tulis di asrama kan ada kalimat kalimat dalam Bahasa Inggris kan Mbak. Aku kan sering liat. Jadi ingat terus kadang-kadang dipraktikin.”

(I/2/I.OVW/23)

[translation]:

“I still answer. If I got a question about theory, I quickly opened my notebook.” (I/1/I.OVW/31)

“Trying to remember the previous material. The question is related to the previous material that has been learned. **If I forget, I quickly opened my notebook.** (she laugh).” (I/2/I.OVW/36)

“There is a vocabulary board at my dormitory. Many sentences and expressions written in English. I often see that so I can always remember. I also practice it.”

(I/2/I.OVW/23)

4.2.9 Paying attention

The strategy of paying attention is necessary for speaking. Subject 2 was directed her attention what lecturer said. Increased attention to how pronounce word “focus” correctly and ignored some distractors. In addition, it means the subject 2 were in control of focusing herself to the task in order to have full understanding of the task.

Table 15. Excerpt of Observation Note (O/I.PATT/S2)

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 2	June 15, 2017.	100”	Classroom English	Role play	Paying attention	The lecturer told how to pronounce word “focus” correctly. Subject 2 is really concerned about how the lecturer exemplifies the pronunciation of the word, while her friend keep talking with her. Subject 2 pronouce it repeatedly.

	June 15, 2017.	5"	Classroom English	Role play	Paying attention	Subject 2 and friends talking about zoo. They were shared about anything the find in the zoo. Her friend asked Subject 2 to retell the story. Subject 2 told about what she and her friend's doing at the zoo, how the sound of some animals and their feelings.
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Figure 15. Paying attention

4.2.10 Delaying speech production to focus on listening

Data from the interview indicates that in a conversation, to be able to understand what the interlocutor said, subject 1 was not interrupt their talking. They will answer the question or give responses after the interlocutor had finished their questions (I/1/I.DLYS/27).

“[...] Supaya bisa jawab pertanyaan kan harus paham dulu pertanyaannya apa. Pas dosen nanya, aku benar-benar dengar in supaya paham pertanyaannya.” (I/1/I.DLYS/27)

[translation]:

“[...] We need to understand the point of the question so we can answer, right? **So when the lecturer asked me a question, I literally was listening to understand the point of question.**” (I/1/I.DLYS/27)

This finding is in line with data from observation note.

Table 16. Excerpt of Observation Note

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 1	June 15, 2017.	100”	Classroom English	-Ice breaking: Short-movie discussion -Role play	Delaying speech production to focus on listening	Subject 1 was not interrupt her friend talking.
	June 9, 2017.	7”	Classroom English	Role play	Delaying speech production to focus on listening	Nisreen’s friend as a teacher, asked the student (Nisreen and another friend) about what they have learned in the last lesson. They were reviewed the lass lesson. Nisreen answer teacher’s question after teacher complete her question.



Figure 16. Delaying speech production to focus on listening

4.2.11 Organizing

Table 17. Excerpt of Observation Note

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 2	June 8, 2017	100"	Classroom English	Role Play using media (realia, poster, board, ppt)	Organizing	Subject 2 and her friend practiced speaking before playing a role play in front of the class
	June 8, 2017	100"	Classroom English	Role Play using media (realia, poster, board, ppt)	Organizing	Subject 2 trying to greet her student and in the end of lesson, closing her class.

4.2.12 Setting goals and objectives

“Supaya aku benar mbak *pronunciation* nya. Terus supaya ingat juga kan. Ingat susunan kalimatnya.” (I/2/SGO/20)

[translation]:

“To make my pronunciation correct and understand how to arrange the correct sentence.” (I/2/SGO/20)

4.2.13 Identifying the purpose of language task

“Presentasi sama *role play* yang paling banyak buat *speaking*.”
(I/1/I.IDNP/33)

[translation]:

“Presentation and role playing activities are the most often done to practice speaking.” (I/1/I.IDNP/33)

4.2.14 Planning for a Language Task

Table 18. Excerpt of Observation Note

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 1	June 15, 2017.	2”	Classroom English	Reporting	Planning for a Language Task	Subject 1 had prepared the content/ text she going to say in the video. She memorize it before recording.
Subject 2	June 8, 2017.	100”	Classroom English	Role Play using media (realia, poster, board, ppt)	Planning for a Language Task	Subject 2 devised the storyline and compiling the script/ dialog which she going to say in front of the class. Before presenting the role-play, she practice d it herself in a low voice.

“Aku sama teman ngomong dulu gimana jalan ceritanya. Terus nanti buat *conversation* nya gimana. Pas di depan, praktekin. Kalau tulis sendiri kan hafal.” (I/1/I.PLN/34)

[translation]:

“First, me and my friend was set the plot. Then I write the dialog. When performing the role play, I practice it (the dialog she already prepared). Surely, we can remember it if we created it by ourselves.” (I/1/I.PLN/34)

4.2.15 Seeking Practice Opportunities

Table 19. Excerpt of Observation Note

Subject	Date	Time	Course	Class Activity	Strategy	Note
Subject 1	June 8, 2017.	100”	Extensive Listening	Watching a short-movie and discussion	Seeking for opportunities	After watching the short-movie, lecturer gave some question to be discussed together. Without being asked, Subject 1 tried to answer the questions and gave some opinions.
Subject 2	June 8, 2017.	100”	Classroom English	Role Play using media (realia, poster, board, ppt)	Seeking practice opportunities	Subject 2 devised the storyline and compiling the script/ dialog which she going to say in front of the class. Before presenting the role-play, she practice d it herself in a low voice.
	June 8, 2017.	100”	Classroom English using media (realia, poster, board, ppt)	practice opportunities		Subject 2 and her friend practiced speaking before playing a role play in front of the class

“Ya kan gimana mbak. Harus gitu (speaking in English) soalnya nggak bisa Bahasa Thailand. Tapi aku senang aja masa itu, jadi belajar. Aku sering *conversation* sama teman dua dua gitu. Apa maksudnya. Pair.” (I/1/I.SPO/12)

“*English* nya cuma pas di kelas aja, kalau presentasi. Atau kalau ketemu orang...hmm...*foreigner* gitu kadang-kadang aku ajak ngomong.” (I/1/I.SPO/21)

“Say hi aja mbak. Minta foto juga. Waktu itu jalan jalan di Thailand. Pas aku jalan –jalan disini (in Yogyakarta) juga pernah.” (I/1/I.SPO/22)

“Pernah sih latihan ngomong sendiri gitu. Itu termasuk cara nggak mbak?” (I/2/I.SPO/17)

“Ngomong sendiri pakai Bahasa Inggris di kamar ketika nggak ada orang.” (I/2/I.SPO/18)

“Jadi aku liat video gitu terus dengar mereka ngomong gimana. Aku praktekin sendiri, diulang-ulang.” (I/2/I.SPO/19)

[translation]:

“So what? However, we have to speak in English because speaking in any language other than English is not allowed. But, I was happy at that time. I can learned and practice more. I often talk with my friend. I mean pair conversation.” (I/1/I.SPO/12)

“I only speak English in class. Especially in presentation session. Or if I meet people, hmm I mean foreigner. Sometimes I talk to them.” (I/1/I.SPO/21)

“Just say Hi and asked them for taking picture together. That’s when I was in Thailand. Here (Yogyakarta) too.” (I/1/I.SPO/22)

“I have been practice speaking by myself. Can we call that as a strategy?” (I/2/I.SPO/17)

“When I am alone in my room, I practiced to speak English.” (I/2/I.SPO/18)

“I watched some videos and noticed how they speak English.” (I/2/I.SPO/19)

4.2.16 Self-Monitoring

“Iya tapi nggak maksimal mbak. Abis keluar kelas itu aku sering ngerasa aku harus banyak latihan karena aku masih susah ngomong Bahasa Inggris nya.” (I/1/I.SM/32)

“Aku nggak aktif mbak. “ (I/1/I.SM/43)

“Iya mbak merasa terbantu. Kayak *interview*, presentasi, *role play* itu kan memang wajib. Bergiliran gitu kan mbak maju satu-satu. Kalau diskusi orangnya banyak, itu nggak wajib gitu ngomongnya. Siapa yang mau ngomong aja. Aku jarang aktif. Cuma ngomong sedikit sedikit aja.” (I/1/I.SM/44)

“Bingung mau ngomong apa. Karena juga nggak terlalu ngerti sama materinya. Banyak vocab baru.” (I/1/I.SM/45)

Apa ya? Hmm...*speaking* mbak sulit menurutku. Soalnya aku pemalu. Jadi **speaking nya kurang**. *Speaking* kan beda sama *listening*. Kalo *listening* bisa belajar dari nonton film gitu.” (I/2/I.SM/12)

“[...] Kalau aku lagi baca atau ngomong, kadang-kadang teman teman nggak paham. **Aku ngerasa sih kalo aku kurang keberanian buat *speak up***. Pengalaman dulu pas di Thailand, kalau salah gitu malah diketawain teman kelas mbak. [...]” (I/2/I.SM/13)

[translation]:

“Yes but I don’t think that’s maximal yet. I often think that I should practice more because it still hard for me to speak English.” (I/1/I.SM/32)

“I was passive in discussion session.” (I/1/I.SM/43)

“I felt helped by any speaking activities in class. Like interview, presentation session and role playing, these are some activities that required each student to speak and done in turns. Different from discussion activity which have many members in a group, so not all group members have to speak. It only allow students want to share their ideas to speak. **I was rarely speak up during discussion activity. Just a little.**” (I/1/I.SM/44)

“I was confused about what to say because I was not really understand about the material. It has a lot of new vocabularies.” (I/1/I.SM/45)

“hmm... **I think speaking activities is difficult because I am shy person. So, I was not really active in speaking activities.** However, I think speaking is different from listening. Listening competence could be improved by watching films.”

“[...] Sometimes my friends were not understand about what I said. **I was not confident to speak up.** I have a bad experience when I was studied in Thailand. Anyone made mistake in speaking English will be ridiculated at that time. [...]” (I/2/I.SM/13)

4.2.17 Self-Evaluating

“Penting. Penting banget. Kalau kita nggak pakai strategi, kayak aku misalnya belum lancar kan, kalau nggak pakai strategi susah nanti bisa lancar *speaking* nya.” (I/1/I.SE/23)

“Iya mbak. Pas *interview* itu juga santai jadinya nggak terlalu *nervous*. Kalau kayak *interview*, presentasi, *role play* gitu kan emang buat kita latihan ngomong. Soalnya aku kalau diluar kelas cuma sekali-sekali *speaking English* jadi itu aku jadi merasa terbantu banget.” (I/1/I.SE/41)

“Ingat juga, lupa juga. Jadi biar aku ingat biasanya saat aku ngomong pakai Bahasa Inggris, vocab baru itu aku pakai.” (I/1/I.SE/47)

“Iya itu mbak. **Aku harus tau gimana caranya supaya nggak kayak gitu.**” (I/2/I.SE/15)

“Penting banget (*speaking strategies*.) **Kan kalau kayak aku misalnya, malu atau takut ngomong padahal harus tetap ngomong kan mbak jadi harus ada strategi. Biar lancar *speaking* nya. Kalau nggak bisa lancar, minimal kan bisa ngomong dikit mbak Maksud aku berani gitu. Apalagi kan aku kuliah disini sering presentasi.**” (I/2/I.SE/16)

[translation]:

“It’s (*speaking strategies*) important. **That’s really important. For example, me was not fluent yet in speaking English. Without strategy, it will be hard to speak fluently.**” (I/1/I.SE/23)

“Of course (feel helped by some speaking activities to develop English speaking skill). **I enjoyed the interview activity at that time. Interview, presentation and role playing activity are some activities for practice English speaking skill indeed. As I rarely speaking English out of class, so those activities really help me.**” (I/1/I.SE/41)

“Sometimes I remember, sometimes forget. To remember, I used those new vocabularies in speaking.” (I/1/I.SE/47)

“Yes it is. **I should know how to get rid of feel shy and afraid of making a mistake when practice speaking.**” (I/2/I.SE/15)

“That’s (*speaking strategies*) really important. Presentation activity is the most frequently done in the class. **For example, me, was shy and afraid of making a mistake even though I have to speak. However, speaking strategies are required for being fluent in speaking. At least, I can confidently speak.**” (I/2/I.SE/16)

CHAPTER V

CONCLUSION AND RECOMMENDATION

This section provides the conclusion of the research and the recommendation for further studies on similar topics.

5.1. Conclusion

The research participants apply several speaking strategies, such as switching to the mother tongue, getting help, using mimes or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym, overviewing and linking with already known materials, paying attention, delaying speech production to focus on listening, finding out about language learning, organizing, setting goals, and objectives, identifying the purpose of language task, planning for a language task, seeking practice opportunities, and self-monitoring. This also shows that Thai student respondents apply wide range of speaking strategies in classroom activities. Therefore, it can be implied that they can survive their learning in the academic context.

5.2. Recommendation

This research finding recommends that students need to be encouraged to apply more strategies in more effective ways so that their communication can run well and they can get benefits for their learning. Moreover, students should be braver and have a good capability in looking for opportunities to practice their speaking skill so it can help them to enhance their speaking skill ability. For lecturer who assigned to teach Thai students, the researcher would like to suggest the lecturer to giving them extra time or provide more collaborative activities where students can learn with their friends to practice their speaking skills in class. This can

be done by motivating them to participate in some discussion activities which probably have not been require each member to speak up. Another recommendation deals with future research in that further studies should investigate to what extent speaking strategies help students learn and what is the most effective strategies that the students apply.

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APPENDIX 1

Interview Construct

Subject	Conceptual construct	Component		Description	Question
Thai students' strategies to develop English Speaking Skill and factors that cause speaking difficulties in Department of English Language Education Universitas Islam Indonesia	Strategies for Speaking Skill (Oxford, 1990)	Direct	<p style="text-align: center;"><u>MEMORY</u></p> <p>Memory strategies is the behaviour that used for storing new information and retrieving it later. (Oxford, 1990)</p>	Placing new words into a context	Dalam menggunakan kata kata yang baru saja dipelajari, apakah kamu segera menggunakan kata kata tersebut untuk kalimat/ ujaran di konteks yang baru?
				Representing sounds in memory	2 Apakah dengan mengingat cara pengucapan dan tekanan suara dalam pengucapan kata/ frasa akan membantu kamu untuk mengingat kata/ frasa tersebut?
				Structured reviewing	3 apakah kamu bisa mengolah informasi yang kamu dapatkan dengan <i>mereview</i> secara terstruktur?
			<p style="text-align: center;"><u>COGNITIVE</u></p> <p>Cognitive strategies involve transforming the language by many</p>	Repeating	1 Ketika mendapatkan kata/ frasa/ bentuk pertanyaan yang baru dipelajari, apakah kamu akan mengulang-ulang kata/ frasa/ bentuk pertanyaan tersebut beberapa kali untuk membuat mu ingat

			different ways such as note taking.		dan mengerti konteks penggunaannya yang tepat?
			(Oxford, 1990)	Formally practising with sounds and writing systems	2 Apakah dengan kata kata/ kalimat yang kamu punya kamu akan mencoba untuk membuat kalimat/ frasa dan mempraktikkannya secara oral?
			Cognitive strategies facilitate learners to understand and use the target language by many different ways	Recognizing and using formulas and patterns	3 Ketika kamu mencoba bertutur dalam bahasa inggris, apakah kamu berusaha untuk menyampaikan kata/ frasa secara gramatikal (sesuai pola kalimat tatabahasa) ?
				Recombining	4 Agar lawan bicara mu tetap mengerti, bagaimana cara kamu menyebutkan kata/ frasa yang tidak kamu tahu penyebutannya dalam Bahasa Inggris? Apakah kamu pernah menunjuk suatu gambar dan menirukan suaranya/ deskripsi lainnya? apakah setelah kamu melakukan itu membuat lawan bicaramu mengerti maksudmu?
				Practising	5 Ketika terlibat dalam percakapan,

				naturalistically	biasanya, apakah kamu akan berbicara secara spontan?
				Using resources for receiving and sending messages	6 Dalam menerima dan menyampaikan suatu pendapat, apakah kamu juga mencari tahu dan menyebutkan sumber dari pendapat itu sendiri?
				Reasoning deductively	7 Biasanya, ketika kamu bercerita/ mencoba menggambarkan sesuatu, bagaimana kamu menjelaskannya agar orang lain mengerti dan tertarik dengan pembahasannya? Apakah kamu akan menjelaskan yang umum terlebih dahulu atau langsung menjabarkannya secara spesifik?
				Translating	8 Ketika berbicara dalam bahasa Inggris, gimana cara kamu agar bisa lancar saat mengungkapkan ide yang akan kamu sampaikan? Apakah kamu mencoba untuk <i>mentranslate</i> nya dari bahasa Thailand?
				Transferring	9 apakah mother-tongue mu (bahasa

					Thailand) mempengaruhi cara kamu dalam <i>speaking English</i> ? Pengaruh yang bagaimna yang kamu rasakan?
			<p><u>COMPENSATION</u></p> <p>Compensation strategies are those that allow learners to use language eventhough they have a large area of limitation. (Oxford, 1990)</p>	Switching to the mother tongue	1 Apakah ketika kamu terbata-bata saat berkomunikasi dalam Bahasa Inggris membuatmu kembali untuk menggunakan bahasa sehari-harimu (bahasa Thailand)?
				Getting help	2 ketika kamu menemukan kesulitan dalam memahami suatu kata/ frasa yang baru kamu ketahui, atau dalam mencaritahu konteks yang tepat untuk menggunakannya, apakah kamu akan langsung meminta bantuan kepada orang lain atau akan berusaha sendiri terlebih dahulu? Bagaimana? Bantuan yang seperti apa?

				Using mime or gesture	3 Saat kamu sedang berkomunikasi dalam Bahasa Inggris dengan orang lain, bagaimana kamu menyampaikan kata yang tidak kamu ketahui terjemahannya dalam Bahasa Inggris agar orang lain tetap faham dengan apa yang ingin kamu katakan?
				Avoiding communication partially or totally	4 apakah kamu menghindari topik topik yang tidak kamu kuasai untuk menghindari kesulitan kamu dalam <i>speaking</i> ?
				Selecting the topic	5 Apakah dengan penentuan topik tertentu saat diskusi/ presentasi memudahkan kamu untuk lebih lancar dalam berbahasa Inggris? Apakah dengan membahas topik topik yang kamu sukai akan lebih memudahkanmu untuk berbicara dalam bahasa inggris?
				Adjusting or approximating the	6 bagaimana cara kamu mengetahui apa yang disampaikan/dibicarakan lawan

				message 3	bicaramu saat ngobrol dalam bahasa Inggris?
				Coining words 2	7 Apakah dengan mendeskripsikan makna dari suatu kata/ frasa/ kalimat akan memudahkan mu dalam menyampaikan kata/ frasa/ kalimat yang tidak kamu ketahui?
				Using a circumlocution or synonym 4	8 Apakah dengan menyebutkan sinonim dari suatu kata/ frasa akan memudahkan mu untuk menyampaikan kata/ frasa yang tidak kamu ketahui?
		Indirect	<u>METACOGNITIVE</u> strategies is the behaviour that allow learner to have a control and employ to plan, monitor and evaluate their learning process. (Oxford, 1990)	Overviewing and linking with already known material	1 Misalnya, saat kamu kesulitan untuk mengungkapkan suatu kata/ deskripsi dari topik yang sedang kamu bicarakan, bagaimana caramu agar tetap bisa menyampaikannya?
				Paying attention	2 Apakah kamu akan fokus menangkap

					apa yang disampaikan lawan bicaramu jika kamu sambil melakukan sesuatu yang lain? kalau tidak, lalu bagaimana cara agar kamu tidak “ <i>missed</i> ” dengan apa yang disampaikannya?
				Delaying speech production to focus on listening	3 Saat kamu sedang berbicara dengan orang lain, bagaimana caramu untuk bisa mendengarkan dan faham dengan apa yang mereka sampaikan? Bagaimana caramu agar tidak tertinggal (<i>missed</i>) dengan setiap apa yang mereka katakan?
				Finding out about language learning	4 Apakah kamu pernah mencoba untuk mempelajari strategi <i>speaking</i> ? Apakah itu membantu mu untuk lebih mudah dalam <i>speaking</i> ?
				Organizing	5 apakah ada strategi tertentu untuk mengatur jalan pikiranmu agar mempermudah kamu dalam <i>speaking</i> ?
				Setting goals and objectives	6 Apakah kamu menentukan target saat belajar <i>speaking</i> di kelas?

				Identifying the purpose of a language task	7 Ketika belajar mata kuliah <i>speaking</i> atau sedang presentasi atau diskusi, apakah kamu mencaritahu tujuan dari aktifitas tersebut? Apakah itu membantu kamu untuk lebih mudah dalam <i>learning & develop speaking</i> ?
				Planning for a language task	8 bagaimana kamu mempersiapkan diri dan hal hal lain yang berkaitan saat kamu akan belajar <i>speaking</i> ?
				Seeking practice opportunities	9 Biasanya apakah kamu memanfaatkan situasi situasi tertentu untuk berlatih berkomunikasi dengan bahasa inggris? Misalnya, saat kamu bertemu dengan native speaker, atau teman teman kelas mu diluar kelas.
				Self-monitoring	10 Bagaimana cara kamu mengetahui perkembangan kemampuan <i>speaking</i> mu?
				Self-evaluating	11 Untuk mengetahui sejauh mana kamu telah lancar dalam <i>speaking</i> , bagaimana cara kamu mengetahuinya?

					Apakah dengan mengetahui level mu dalam <i>speaking</i> membantu mu untuk berbicara dalam Bahasa Inggris?
			<u>AFFECTIVE</u> Affective strategies are strategies that help language learner to manage their emotions, motivations, and attitudes. (Oxford, 1990)	Using progressive relaxation, deep breathing, or meditation	1 Gimana cara kamu menenangkan diri saat kamu merasa gugup/ canggung saat speaking? Apakah kamu menggunakan jeda/ diam sesaat saat ngobrol? Apakah cara itu membantu?
				Using music	2 Bagaimana pendapatmu tentang mendengarkan lagu lagu berbahasa Inggris dapat meningkatkan kemampuan berbicara? Apakah kamu biasa mendengarkan lagu berbahasa Inggris? Apakah membantu mu meningkatkan kemampuan komunikasi berbahasa Inggris?
				Using laughter	3 Bagaimana kamu mengurangi rasa

					gugup mu saat berbicara dalam bahasa Inggris? Apakah dengan tertawa akan mengurangi rasa gugup mu dan membantu mu untuk lebih mudah berpikir apa yang ingin kamu sampaikan?
				Making positive statements	4 apakah dengan berlatih membuat/ mengatakan statement positif akan mempermudahmu untuk mengubahnya menjadi struktur kalimat yang lain? (kalimat negatif, kalimat tanya, dll)
				Taking risks wisely	5 Biasanya kalau kamu melakukan kesalahan saat <i>speaking</i> , apa yang kamu lakukan? Apakah kamu memaklumi kesalahan kesalahan tersebut?
				Rewarding yourself	6 Gimana cara kamu memotivasi diri agar bisa <i>speaking english</i> dengan lancar? Adakah reward reward tertentu untuk menyemangati dirimu sendiri?
				Listening to your body	7 Apakah gerak gerik tubuh mu menandakan perasaan mu saat

					berbicara? (perasaan gugup, <i>nothing to say</i> , dll) ?
				Using a checklist	8 Bagaimana kamu mengetahui kekurangan kekuranganmu dalam <i>speaking English</i> ?
				Writing a language learning diary	9 Bagaimana cara kamu merefleksikan <i>speaking performance</i> yang baru saja kamu lakukan?
				Discussing your feelings with someone else	10 Setelah kamu presentasi di kelas misalnya, apa yang biasanya kamu lakukan untuk menenangkan rasa gugup mu? Apakah kamu bercerita tentang bagaimana perasaanmu saat presentasi dan meminta pendapat temanmu?
			<u>SOCIAL</u> Social strategies are the strategies that facilitate and lead language learner to involve learning by	Asking for correction	1 Saat kamu melakukan kesalahan dalam <i>speaking</i> , bagaimana cara kamu untuk mengoreksinya (membuatnya benar) ? apakah kamu akan membiarkan saja itu salah? Atau bagaimana?

			increasing interaction with others and practice their knowledge, means that it afford language learner to be more exposed. (Oxford, 1990)		
				Cooperating with peers	2 Apakah dengan berlatih <i>speaking</i> dengan temanmu bisa membantumu untuk <i>speaking</i> lebih lancar? Biasanya, gimana kamu melakukannya?
				Cooperating with proficient users of the new language	3 Saat diskusi atau presentasi di kelas, apakah kamu selalu menanggapi tiap respon yang diberikan dosenmu?
				Developing cultural understanding	4 Gimana cara kamu mengetahui konteks pembicaraan mu saat kamu sedang berbicara dengan native speaker misalnya? Atau teman teman Indonesia di PBI?
				Becoming aware of	5 bagaimana kamu mengetahui apa

				others' thoughts and feelings	yang dipikirkan lawan bicaramu saat dia bingung untuk menyampaikan idenya? Apakah kamu merespon tanda – tanda yang dia tunjukkan?
	Factors that cause Difficulties in Speaking (Ur, 1999)	Inhibition		“Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” (Ur, 2000)	1 Bagaimana pendapatmu jika masih terdapat banyak kesalahan dalam <i>speaking</i> ? Apakah kamu memaklumi kesalahan kesalahanmu yang muncul saat berkomunikasi dalam bahasa Inggris? Apakah kamu pernah merasa takut untuk mencoba berkomunikasi dalam Bahasa Inggris? Saat kamu merasa malu atau takut salah untuk berkomunikasi dalam Bahasa Inggris, apakah kamu akan tetap diam atau berusaha untuk berbicara?
		Nothing to say		Even if they are not inhibited, learners often complain that they cannot think of	2 Saat terlibat dalam percakapan/ diskusi dalam Bahasa Inggris, biasanya apa yang membuat kamu tidak dapat menyampaikan idemu di depan orang

			anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking	lain? Hambatan apa saja yang kamu hadapi saat kamu berbicara dalam Bahasa Inggris?
		Low or uneven participation	Participation has been defined as “the number of unsolicited responses volunteered” (Burchfield & Sappington 1999: 290); and low participation is about the amount of each student’s time of talking. This problem is compounded by the tendency of some learners to dominate,	3 Bagaimana pendapatmu tentang kesempatan untuk <i>speaking</i> di dalam kelas? Saat ada kegiatan <i>speaking</i> (presentasi, diskusi kelompok, <i>peer discussion</i>), apakah kamu tertarik untuk ikut menyampaikan ide mu kepada yang lain?

			while other speak very little or not at all.	
		Mother-tongue use	<p>“Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”</p> <p>(Baker and Westrup (2003: 12)</p>	<p>4 Menurutmu, apakah bahasa yang kamu gunakan sehari-hari saat bersama keluarga/ di lingkungan Thailand mempengaruhi kemampuanmu dalam berbahasa Inggris secara lisan? Seperti apa pengaruhnya? Apakah itu mempersulitmu berkomunikasi dengan Bahasa Inggris atau tidak?</p>

APPENDIX 2

Transcription

Respondent : Subject 1

Time : 13.00 – 14.15 WIB

Date : September 17, 2016

Place : Student Dormitory of UII

I : Interviewer, R : Respondent

Subject	Line	Transcription	Theme	Code
I		Nisreen udah berapa lama belajar Bahasa Inggris? Dari kapan?		
R	1	Udah dari <i>primary school</i> . Terus hmm.. <i>high school</i> .		
I		<i>Primary school</i> sama <i>high school</i> nya berapa tahun di Thailand?		
R	2	<i>Primary school</i> 6 tahun sama <i>high school</i> juga 6 tahun.		
I		Oh sama seperti di Indonesia.		
R	3	Dulu juga pernah ikut <i>English course</i> disana 1 tahun.		
I		Belajar <i>speaking</i> nggak?		
R	4	Semuanya mbak. Belajar <i>grammar</i> juga. <i>Speaking</i> juga. Jadi aku masuk <i>course</i> itu buat masuk <i>university</i> disana, di Thailand. Aku pengen kuliah Bahasa Inggris.		
I		Saat ikut <i>course</i> itu, pembelajarannya lebih cenderung fokus ke <i>skill</i> apa? kan ada <i>listening</i> , <i>speaking</i> , <i>reading</i> dan <i>writing</i> .		
R	5	Semua. Semuanya kita pelajari.		
I		Emang intensitas belajar tiap <i>skill</i> nya sama?		

R	6	<i>Speaking</i> sama <i>writing</i> nya lumayan sering sih waktu itu.		
I		Kalau untuk <i>speaking</i> , pembelajarannya gimana?		
R	7	Macam-macam mbak <i>activity</i> nya. Salah satunya dulu pernah disuruh <i>review</i> materi hari itu. Maju satu-satu.		
I		Maju ke depan kelasnya dengan persiapan atau dipanggil secara <i>random</i> terus ngomong secara spontan?		
R	8	Spontan???		
I		Iya spontan. Hmm..spontaneously. maksudnya, tanpa persiapan sebelumnya. Saat dipanggil, maju, terus langsung ngomong gitu.		
R	9	Oh <i>random</i> mbak. Waktu itu aku nulis dulu apa yang mau aku bilang. Terus di depan kelas aku sampaikan.	Organizing	I/1/I.ORG/9
I		Saat di depan kelas baca <i>note</i> nya atau nggak?		
R	10	Nggak. Kan kalau nulis sendiri jadi hafal.		
I		Oh gitu. <i>Review</i> nya Bahasa Inggris ya?		
R	11	Iya mbak. Kan <i>teacher</i> nya orang Egypt. Nggak bisa Bahasa Thailand. Jadi kita ngomong harus pakai Bahasa Inggris.		
I		Oh <i>speaking English</i> terus ya? Bagus dong udah terlatih selama 1 tahun.		
R	12	Ya kan gimana mbak. Harus gitu soalnya nggak bisa Bahasa Thailand. Tapi aku senang aja masa itu, jadi belajar. Aku sering <i>conversation</i> sama teman dua dua gitu. Apa maksudnya. <i>Pair</i>	Seeking practice opportunities	I/1/I.SPO/12

I		Hmm udah lama ya belajar Bahasa Inggris, dari <i>primary school</i> terus sempat ikut <i>course</i> juga. Menurut Nisreen, dari ke empat <i>skill</i> itu, <i>skill</i> apa yang sulit?		
R	13	Boleh 2 nggak? <i>Listening</i> sama <i>speaking</i> .		
I		Diantara keduanya itu, lebih sulit yang 14 mana?		
R	14	Duh apa ya? Hmm... <i>speaking</i> sih. Iya <i>speaking</i> .		
I		Sulitnya seperti apa?		
R	15	Aku rasa sulit aja ngomong di depan orang. Terus kalau disini, <i>accent</i> nya beda.		
I		Oh karena <i>accent</i> nya beda. Kalau <i>accent</i> nya beda gitu, saat <i>speaking</i> emangnya gimana?		
R	16	Kalau ngomong itu, ya karena <i>accent</i> nya beda jadi aku susah paham teman ngomong apa. Teman juga nggak paham aku ngomong apa.		
I		Terus sulitnya gimana lagi?		
R	17	Kan kalau <i>skill</i> lain kita nggak banyak interaksi sama orang lain. kalau <i>speaking</i> interaksi sama orang. Kalau nggak punya <i>vocab</i> banyak jadi susah ngomong. Memang <i>speaking English</i> itu susah aja rasanya mbak. Aku sering hmm..hmm..gitu kalau ngomong. Mikir.		
I		Oo sering terbata-bata? Terus jadi merasa sulit ya? nah saat <i>speaking English</i> itu, ngomong sama orang, gimana cara kamu supaya nggak terbata-bata ngomongnya?		

R	18	Pas memang benar benar nggak tau mau ngomong apa, biasanya aku senyum aja mbak. Terus kayak gini. (mengangkat bahu, menunjukkan kalau dia tidak tahu).	Using mime or gesture	I/1/D.UMG/18
I		Itu tandanya apa?		
R	19	Berarti aku nggak tau mau ngomong apa. Udah aja gitu ngomongnya.		
I		Kenapa Nisreen merasa <i>speaking</i> itu sulit?		
R	20	Karena bukan bahasa sehari-hari. Di rumah pakai Bahasa Thailand. Di asrama pakai bahasa Indonesia terus kalau sama teman teman Thailand pakai bahasa Thailand.		
I		Kalau <i>speaking English</i> nya biasanya dimana? Atau pada saat apa?		
R	21	<i>English</i> nya cuma pas di kelas aja, kalau presentasi. Atau kalau ketemu orang...hmm... <i>foreigner</i> gitu kadang-kadang aku ajak ngomong.	Seeking practice opportunities	I/1/I.SPO/21
I		Ngomong banyak?		
R	22	<i>Say hi</i> aja mbak. Minta foto juga. Waktu itu jalan jalan di Thailand. Pas aku jalan-jalan disini juga pernah.	Seeking practice opportunities	I/1/I.SPO/22
I		Oke tadi katanya <i>speaking</i> itu sulit ya. Sementara kita tetap harus bisa <i>speaking English</i> . Apalagi kuliahnya jurusan Pendidikan Bahasa Inggris, di kelas presentasi, diskusi, atau <i>activity</i> apapun banyak yang harus pakai Bahasa Inggris. Berarti kita harus punya strategi kan. Penting nggak strategi itu menurut Nisreen?		

R	23	Penting. Penting banget. Kalau kita nggak pakai strategi, kayak aku misalnya belum lancar kan, kalau nggak pakai strategi susah nanti bisa lancar <i>speaking</i> nya.	Self-evaluating	I/1/I.SE/23
I		Kalau di kelas sering dapat kesempatan <i>speaking</i> ?		
R	24	Nggak. Soalnya aku nggak jawab pas dosennya ngasih pertanyaan. <i>Speaking</i> nya pas presentasi aja.		
I		Terus Nisreen merasa harus <i>speaking English</i> itu pada saat apa?		
R	25	Kalau dosennya nanya langsung ke aku. Nyuruh aku jawab gitu.		
I		Kan dosen nanyanya <i>in English</i> tuh. Nisreen bisa langsung ngerti dengan pertanyaannya?		
R	26	Kadang –kadang ngerti, kadang-kadang juga nggak. Bisa ngerti karena dipikir-pikir aja gitu mbak maksudnya apa.	Adjusting or approximating the message	I/1/I.ADJM/26
I		Maksudnya dikira-kira?		
R	27	Iya. Jadi aku tebak gitu dosennya ngomong apa. Supaya bisa jawab pertanyaan kan harus paham dulu pertanyaannya apa. Pas dosen nanya, aku benar-benar dengar supaya paham pertanyaannya.	Adjusting or approximating the message	I/1/I.ADM/27
I		Kalau pas nggak ngerti, apa yang Nisreen lakukan biasanya?		
R	28	Nanya ke teman di samping. Mereka mau jelasin. Dosennya kalau liat aku nggak ngerti gitu, juga ulangin	Getting help	I/1/D.GH/28

		pertanyaannya mbak.		
I		Pas ada kesempatan ngomong pakai bahasa Inggris gitu perasaan kamu gimana?		
R	29	Biasa aja.		
I		Biasa aja? Berarti nggak <i>nervous</i> ya?		
R	30	Kalau sama dosen, <i>nervous</i> sih mbak. Kalau sama teman nggak.		
I		Biar nggak <i>nervous</i> gitu, biasanya apa yang Nisreen lakukan?		
R	31	Apa ya? Ya tetap aja jawab. Kalau pertanyaannya tentang teori gitu, aku cepat cepat liat catatan.	Overviewing and linking with already known material	I/1/I.OVW/31
I		Bisa jawab dengan Bahasa Inggris kan?		
R	32	Iya tapi nggak maksimal mbak. Abis keluar kelas itu aku sering ngerasa aku harus banyak latihan karena aku masih susah ngomong Bahasa Inggris nya.	Self-evaluating	I/1/I.SE/32
I		kalau di kelas, <i>activity</i> apa aja yang bisa ngasih kamu kesempatan untuk <i>speaking</i> ?		
R	33	Presentasi sama <i>role play</i> yang paling banyak buat <i>speaking</i> .	Identifying the purpose of a language task	I/1/I.IDNP/33
I		Nah pas role play itu bisa ngomong spontan?		
R	34	Aku sama teman ngomong dulu gimana jalan ceritanya. Terus nanti buat <i>conversation</i> nya gimana. Pas di depan, praktekin. Kalau tulis sendiri kan hafal.	Planning for a language task	I/1/I.PLN/34
I		Pernah lupa nggak?		

R	35	Pernah. Tapi aku ganti dengan kalimat yang mudah yang aku bisa. Yang aku susah buat kalimatnya, aku nggak ngomong.	Avoiding communication partially or totally	I/1/D.ACOM/35
I		Oh gitu. Itu topik <i>role play</i> nya nentuin sendiri?		
R	36	Seringnya dikasih pilihan mbak. Skenario 1,2,3 gitu nanti milih.		
I		Terus milih yang sulit apa yang mudah? Kalau milih yang sulit mana tau Nisreen mau <i>challenge</i> diri sendiri.		
R	37	Pilih yang mudah. Kalau yang sulit nanti aku takut nggak bisa. Ngomongnya hmm..hmm..gitu.	Selecting the topic Avoiding communication partially or totally	I/1/D.SLCT/37 I/1/D.ACOM/37
I		Kalau di asrama, ada kegiatan yang mengharuskan kamu <i>speaking English</i> ?		
R	38	Kalau kegiatan dari Asrama nggak ada.		
I		Kuliahnya?		
R	39	Kalau kuliah pas kelas IELTS.		
I		<i>Activity</i> nya apa aja saat kelas IELTS?		
R	40	<i>Interview</i> . Ada topiknya, nanti dosen suruh pilih. Pas <i>interview</i> bahasnya tentang topik yang kita pilih.		
I		Merasa terbantu dengan kelas IELTS itu? Atau dengan <i>activity</i> sebanyak itu? Semisal presentasi dan <i>role play</i> .		
R	41	Iya mbak. Pas <i>interview</i> itu juga santai jadinya nggak terlalu <i>nervous</i> . Kalau kayak <i>interview</i> , presentasi, <i>role play</i>	Self-evaluating	I/1/I.SE/41

		gitu kan emang buat kita latihan ngomong. Soalnya aku kalau diluar kelas cuma sekali-sekali <i>speaking English</i> jadi itu aku jadi merasa terbantu banget.		
I		Oke, memanfaatkan kesempatan ya buat latihan. Di kelas ada <i>group discussion</i> kan?		
R	42	Ada.		
I		Kamu aktif diskusi? Diskusi dan ngomong pakai Bahasa Inggris gitu.		
R	43	Aku nggak aktif mbak.	Self-monitoring	I/1/I.SM/43
I		Oh nggak aktif. Tapi tadi Nisreen bilang merasa terbantu dengan <i>activity</i> itu.		
R	44	Iya mbak merasa terbantu. Kayak <i>interview</i> , presentasi, <i>role play</i> itu kan memang wajib. Bergiliran gitu kan mbak maju satu-satu. Kalau diskusi orangnya banyak, itu nggak wajib gitu ngomongnya. Siapa yang mau ngomong aja. Aku jarang aktif. Cuma ngomong sedikit sedikit aja.	Self-monitoring	I/1/I.SM/44
I		Kenapa Nisreen nggak aktif?		
R	45	Bingung mau ngomong apa. Karena juga nggak terlalu ngerti sama materinya. Banyak <i>vocab</i> baru.	Self-monitoring	I/1/I.SM/45
I		Oh banyak nemuin <i>vocab</i> baru jadi agak sulit paham materinya terus jadi <i>no idea</i> ya buat ngomong di grup. Nah kalau nemuin <i>vocab</i> baru gitu, apa yang Nisreen lakukan?		
R	46	Nyari artinya di kamus. Biasanya kalau aku nemuin <i>vocab</i> baru, nanti sering	Getting help	I/1/D.GH/46

		muncul di materi-materi selanjutnya.		
I		<i>Vocab</i> baru itu bisa Nisreen ingat terus?		
R	47	Ingat juga, lupa juga. Jadi biar aku ingat biasanya saat aku ngomong pakai Bahasa Inggris, <i>vocab</i> baru itu aku pakai.	Self-evaluating	I/1/I.SE/47
I		Biar bisa ikut berkontribusi gitu saat <i>group discussion</i> , biasanya Nisreen ngapain?		
R	48	Kadang pengen ngomong gitu mbak. Tapi nggak tau mau kasih pendapat apa.		
I		Tapi pada saat itu Nisreen berusaha mencari ide buat ngomong di grup?		
R	49	Iya. Aku perhatiin dulu teman teman ngomong. Mereka ngasih pendapatnya gimana, cara mereka menyampaikannya gimana, nanti aku ngikutin. Kan udah paham. Sambil liat liat materinya juga. Ada <i>hand out</i> atau buku nya.		

APPENDIX 3

Transcription

Respondent : Subject 2

Time : 13.00 – 14.00 WIB

Date : September 15th , 2016.

Place : Student Dormitory of UII

I : Interviewer, **R** : Respondent

Subject	Line	Transcription	Theme	Code
I		Miskat udah berapa lama belajar bahasa inggris?		
R	1	Kalau belajar Bahasa Inggris sih hmm...dari SD.		
I		Oo dari SD. Kalau SD di Thailand berapa tahun?		
R	2	Hmm kalau SD 6 tahun. Kalau SMP sama SMA juga 6 tahun.		
I		Oh ya berarti sama ya kayak di Indonesia. Miskat belajar bahasa Inggris dari kelas berapa?		
R	3	Hmm gimana?		
I		Di SD, belajar Bahasa Inggris nya dari kelas berapa?		
R	4	Kelas 1.		
I		Ya dari kelas 1. Berarti udah 6 tahun ya di SD belajar Bahasa Inggris.		
R	5	Tapi nggak terlalu banyak sih cuma <i>word</i> nya aja. Kata kata nya gitu.		
I		Oh, <i>vocab</i> maksudnya?		
R	6	Iya <i>vocab</i> .		
I		Kalau di SMP dan SMA belajar Bahasa Inggris?		
R	7	Iya. Tapi di Thailand nggak terlalu ngomong gitu. Cuma belajar teori		

		teorinya.		
I		Teori seperti apa misalnya?		
R	8	Kayak...hmmm...kayak <i>present perfect</i> .		
I		Oh <i>grammar</i> ya?		
R	9	Iya <i>grammar</i> , mbak. Terus dulu aku selama belajar di SD sampai SMA lebih banyak belajar <i>reading</i> sama <i>writing</i> nya. Kalau <i>speaking</i> sama <i>listening</i> itu jarang.		
I		Oke. Jadi Miskat udah belajar Bahasa Inggris ni dari SD, SMP, terus SMA.		
R	10	Hmm..iya mbak udah 12 tahun. (tertawa).		
I		Iya udah 12 tahun ya? Sekarang kuliahnya juga jurusan Pendidikan Bahasa Inggris. Nah, dari ke empat skill Bahasa Inggris itu, menurut Miskat skill apa yang paling sulit?		
R	11	Yang sulit banget itu...hmm...2 boleh nggak? Listening sama speaking.		
I		Dan diantara 2 itu yang lebih sulit skill apa?		
R	12	Apa ya? Hmm... <i>speaking</i> mbak sulit menurutku. Soalnya aku pemalu. Jadi <i>speaking</i> nya kurang. <i>Speaking</i> kan beda sama <i>listening</i> . Kalo <i>listening</i> bisa belajar dari nonton film gitu.	Self-monitoring	I/2/I.SM/12
I		Oke, bisa latihan dari nonton film. Mungkin karena sendiri ya, nggak butuh lawan bicara. Dan kalau <i>speaking</i> itu sulit latihan karena Miskat malu ya tadi katanya. Terus kenapa lagi? Kenapa <i>speaking</i> itu sulit?		

R	13	Takut salah sih. Kan ketika ngomong takut grammarnya salah gitu. Takut teman teman nggak paham. Terus kalau di Indonesia <i>accent</i> nya beda mbak. Kalau aku lagi baca atau ngomong, kadang-kadang teman teman nggak paham. Aku ngerasa sih kalo aku kurang keberanian buat <i>speak up</i> . Pengalaman dulu pas di Thailand, kalau salah gitu malah diketawain teman kelas mbak. Jadi sekarang nggak berani aja.	Self-monitoring	I/2/I.SM/13
I		Disini juga gitu?		
R	14	Nggak mbak. Tapi liat teman teman disini lancar <i>speaking</i> nya. Aku jadi ngerasa gimana...hmm...ya nggak berani aja mau <i>speak English</i> .		
I		Miskat sebenarnya pengen lancar ngomong Bahasa Inggris, tapi jarang <i>speaking</i> karena takut salah dan malu ya?		
R	15	Iya itu mbak. Aku harus tau gimana caranya supaya nggak kayak gitu	Self-evaluating	I/2/I.SE/15
I		Nah itu, kita butuh strategi. Bicara tentang strategi nih, menurut Miskat penting nggak strategi belajar <i>speaking</i> itu?		
R	16	Penting banget. Kan kalau kayak aku misalnya, malu atau takut ngomong padahal harus tetap ngomong kan mbak jadi harus ada strategi. Biar lancar <i>speaking</i> nya. Kalau nggak bisa lancar, minimal kan bisa ngomong dikit mbak.	Self-evaluating	I/2/I.SE/16

		Maksud aku berani gitu. Apalagi kan aku kuliah disini sering presentasi.		
I		Nah kan penting ya strategi <i>speaking</i> itu. Miskat sendiri punya cara cara tertentu nggak supaya bisa <i>speaking</i> dalam Bahasa Inggris?		
R	17	Pernah sih kayak ngomong sendiri gitu. Itu termasuk cara kan mbak?"	Seeking practice opportunities	I/2/I.SPO/17
I		Oh latihan sendiri? Iya itu termasuk strategi. Latihannya gimana?		
R	18	Ngomong sendiri pakai Bahasa Inggris di kamar ketika nggak ada orang.	Seeking practice opportunities	I/2/I.SPO/18
I		Itu ngereview materi kuliah gitu ya? Apa persiapan buat presentasi? Atau gimana?		
R	19	Nggak sih. Jadi aku liat video gitu terus dengar mereka ngomong gimana. Aku praktekin sendiri, diulang-ulang		I/2/I.SPO/19
I		Supaya apa itu diulang ulang?		
R	20	Supaya aku benar mbak <i>pronunciation</i> nya. Terus supaya ingat juga kan. Ingat susunan kalimatnya.	Setting goals and objectives	I/2/SGO/20
I		Kan tadi Miskat bilang belajarnya sambil nonton video. Kalau lagi nonton video itu, kamu ada nentuin target nggak?		
R	21	Kalau <i>grammar</i> gitu nggak sih mbak. Tapi <i>vocab</i> . Pas nonton <i>reality show</i> gitu.		
I		<i>Reality show</i> nya Bahasa Inggris?		
R	22	Iya mbak, bahasa inggris. Aku suka		

		nonton <i>master chef</i> . Kan mereka ngomong Bahasa Inggris.		
I		Selain latihan sendiri dan nonton video, biasanya ngapain lagi?		
R	23	Beraniin nyapa teman teman. Pakai Bahasa Inggris. Di papan tulis di asrama kan ada kalimat kalimat dalam Bahasa Inggris gitu kan Mbak. Aku kan sering liat. Jadi ingat terus kadang-kadang dipraktekin.	Overviewing and linking with already known material	I/2/I.OVW/23
I		Terus setelah sapaan, ngobrol pakai Bahasa Inggris?		
R	24	Nggak selalu ngobrol juga sih. Tapi kadang kadang iya mbak. Cuma sedikit. Aku bisa ngomong yang mudah mudah aja.		
I		Ya nggak apa apa. Kan belajar. Nah kalau di kelas, activity apa yang menuntut kita harus banyak speaking English?		
R	25	Presentasi. Sebenarnya saat diskusi juga harus speak English mbak. Tapi aku ngomong pakai Bahasa Indonesia.		
I		Oke pada saat presentasi. Menurut Miskat presentasi dengan Bahasa Inggris itu gimana?		
R	26	Ya sulit juga mbak. Tapi ya karena sulit itu aku cuma baca. Liat aja yang tertulisnya apa. Gitu.	Getting help	I/2/D.GH/26
I		Baca apa?		
R	27	Baca ppt nya mbak. Terus baca <i>note</i> nya. Sebelum presentasi aku tulis <i>note</i> . Pas presentasi itu yang aku baca, sama	Getting help	I/2/D.GH/27

		yang di ppt juga. Kalau nyapa teman teman gitu pas opening, nggak baca note mba. Ya opening kayak biasa aja.		
I		Berarti Miskat udah berani ngomong ya?		
R	28	Ya cuma itu aja mba. Kalau presentasi tetap baca ppt sama note. Kalau teman teman kan dia bisa ngembangin apa yang ada di ppt. Mereka bisa ngomong banyak.	Getting help	I/2/D.GH/28
I		Nah kalau abis presentasi kan biasanya ada sesi tanya jawab ya. Kalau pertanyaan itu tertuju ke Miskat, cara jawabnya gimana?		
R	29	Hmm jarang ada pertanyaan sih mba.		
I		Oh gitu. Oke. Kan tadi Miskat bilang speaking itu sulit ya dibanding skill lain. Nah biasanya cara Miskat supaya tetap bisa ngomong pakai Bahasa Inggris tanpa liat note dan ppt itu gimana?		
R	30	Menghafal mbak.		
I		Menghafal? Hmm kalau saat sesi tanya jawab di kelas, terus dosen nanya ke Miskat, itu Miskat jawabnya gimana? Kan nggak mungkin menghafal.		
R	31	Jawab sih. Tapi kebanyakan nggak benar gitu. Kadang kadang nggak paham pertanyaan.		
I		Kalau nggak paham pertanyaannya kan dosennya bisa ngulang pertanyaannya ya? Nah kalau cara Miskat jawab pertanyaan itu gimana?		

R	32	Ya berusaha jawab pakai Bahasa Inggris mbak. Tapi kan nggak <i>complete</i> .	Switching to the mother tongue	I/2/D.SMT/3 2
I		Nggak <i>complete</i> maksudnya gimana?		
R	33	Aku ngomong Bahasa Inggris, trus nanti juga ngomong Bahasa Indonesia. Masih campur campur mbak. Kan aku nggak tahu ngomong Bahasa Inggris semuanya.	Switching to the mother tongue	I/2/D.SMT/3 3
I		Oo jadi tetap bisa ngomong Bahasa Inggris ya.		
R	34	Ya tapi sedikit sedikit mbak. Atau biasanya aku <i>translate</i> gitu dari Bahasa Thailand. Diketik terus di <i>translate</i> gitu yang nggak tau bahasa Inggrisnya.	Getting help	I/2/D.GH/34
I		Kamu tau jawabannya gitu tapi susah ya jawab pakai Bahasa Inggrisnya? <i>Translate</i> pakai apa biasanya?		
R	35	Iya mbak. Kalau <i>translate</i> pakai Google translate sih biasanya. Kadang-kadang juga pakai <i>dictionary</i> di HP. Tapi kalo di HP kan cuma Bahasa Thailand-Inggris aja. Kalau di Google Translate bisa semuanya. Lebih mudah menggunakannya.	Getting help	I/2/D.GH/35
I		Nah itu kan Miskat tau mau ngomong apa tapi susah ngomong pakai Bahasa Inggrisnya. Kalau saat Miskat nggak tau mau jawab apa, biasanya cara Miskat jawab pertanyaannya gimana?		
R	36	Ingat materi sebelumnya, Mbak. Pertanyaannya itu kan ada hubungannya juga dengan teori yang	Overviewing and linking with already known	I/2/I.OVW/36

		dipelajari sebelumnya. Kalo nggak ingat ya cepat cepat buka catatan lagi. (tertawa)	material	
I		Oh iya tadi kan katanya ngomongnya masih mix Bahasa Inggris dan Bahasa Indonesia. Pernah nggak Miskat sama sekali nggak bisa ngomong pakai Bahasa Inggris? Kebingungan gitu.		
R	37	Pernah sih mbak.		
I		Terus pas di situasi itu gimana?		
R	38	Aku tanya teman biasanya. Gimana cara ngomongnya. Gimana Bahasa Inggrisnya gitu. Teman mau bantu mbak. Baik.	Getting help	I/2/D.GH/38
I		Wah...iya baik ya.		
R	39	Terus kalau pas aku ditanya dosen dan nggak paham, teman teman juga bantu jelasin.	Getting help	I/2/D.GH/39
I		Oh iya. Tadi kan udah ngomong tentang presentasi. Biasanya di kelas ada <i>activity</i> apa lagi selain itu?		
R	40	<i>Role play</i> , mbak. Sering. Kelas miss Ista. Miss Erni juga.		
I		Nah itu topik <i>role play</i> nya kita yang tentuin atau gimana?		
R	41	Kalau dulu itu ada skenarionya. Jadi kita disuruh milih. Yang kita ngerasa itu mudah, ya pilih itu terus nanti kita <i>role play</i> di depan kelas. Ya aku milihnya yang mudah aja mbak. Yang kira kira aku tau tentang topik itu. Biar mudah nanti pas <i>role play</i> nya.	Selecting the topic	I/2/D.SLCT/4 1
I		Mudahnya gimana?		

R	42	Maksudnya mudah pas apa itu hmm...apa ya. Hmm...pas ngomong itu loh mbak.		
I		Dialognya?		
R	43	Nah iya. Pas dialognya. Mikir dialognya cepat kan kalau skenarionya gampang. Kalau materinya pas yang aku suka gitu, aku juga gampang mikir dialognya gimana.		
I		Oo benar juga tuh. Jadi kalo suka dan skenarionya gampang, jadi lancar gitu ngomongnya ya. Tapi pernah nggak Miskat pilih skenario yang agak sulit? Misalnya Miskat mau <i>challenge</i> diri sendiri nih, mau tau seberapa bisa gitu.		
R	44	Nggak pernah.	Avoiding communication partially or totally	I/2/D.ACOM/44
I		Kenapa kok nggak pernah?		
R	45	Karena takut nggak bisa <i>role play</i> nya. Maksudnya kan kalau lagi <i>role play</i> itu kita harus spontan gitu ide nya mbak. Kalau milih yang sulit nanti takut nge- <i>blank</i> pas di depan kelas.	Avoiding communication partially or totally	I/2/D.ACOM/45
I		Waah keren ya Miskat udah bisa speaking English spontan gitu.		
R	46	Bukan mbak. Itu juga sebelum ke depan kelas bikin dialog nya dulu. Terus diingat ingat. Kadang juga di depan lupa kan mau ngomong apa. Kadang-kadang nggak tau English nya apa. (????)		

I		Terus pas nggak tau English nya gitu, biasanya kamu ngapain?		
R	47	Tanya teman. Gerakin tangan gitu. Misalnya mau jelasin makanan nggak tau Englishnya. Kalau bentuknya keriting keriting tanganku gini mbak. (Menggerakkan tangan membentuk lika-liku keriting).	Using mime or gesture	I/2/D.UMG/47
I		Terus teman langsung ngerti?		
R	48	Ngerti mbak. Kan aku deskripsiin juga sedikit. Sebisa aku. Terus teman langsung ngasih tau English nya.	Coining words	I/2/D.COWR D/48
I		Deskripsiinnya gimana?		
R	49	Misalnya warnanya apa, belinya dimana, rasanya gimana.	Coining words	I/2/D.COWR D/49
I		Terus?		
R	50	Atau kalau nggak ngerti, aku gambar. Pernah pas aku role play itu aku jadi teachernya, terus aku gambar apel.	Using mime or gesture	I/2/D.UMG/50
I		Oh iya, <i>activity</i> apa yang Miskat rasa membantu banget untuk buat kemampuan <i>speaking</i> Miskat bisa lebih baik?		
R	51	<i>Role play</i> sama presentasi.	Identifying the purpose of a language task	I/2/I.IDNP/51
I		<i>Role play</i> sama presentasi. Karena apa?		
R	52	Karena kita bisa...melatih <i>confidence</i> kita buat lancar gitu ngomongnya.	Identifying the purpose of a language task	I/2/IIDNP/52
I		Iya ya. Benar. Secara nggak sadar jadi melatih <i>confidence</i> ya.hmm..Miskat punya teman atau siapapun yang bantu		

		dan motivasi Miskat buat latihan <i>speaking</i> gitu?		
R	53	Sama teman mbak. <i>Chatting</i> pakai Bahasa Inggris.		
I		Oh <i>chatting</i> . Kalau yang ngajak <i>speak English</i> gitu?		
R	54	Oh <i>speaking</i> . Sama adek sih kadang kadang. Soalnya dia lebih bisa lancar dari aku. Kalau aku masih belum banyak bisa. Kayak kalau ngomong itu hmm...hmm... gitu mbak.ya dia lebih bisa <i>speaking English</i> lah dari aku.	Seeking practice opprotunities	I/2/I.SPO/54
I		Oh iya nggak apa-apa. Menurut aku itu kamu udah bagus mau nyoba. Nah kan udah sering presentasi dalam Bahasa Inggris kan di kelas, terus ngomong juga sama teman, sama adek, nah Miskat merasa itu membantu Miskat untuk lebih lancar <i>speaking English</i> ?		
R	55	Kalau pandai gitu nggak mbak. Maksudnya lancar ngomong, aku belum bisa. Tapi teman teman Indonesia, mereka bisa semua. Lancar gitu ngomongnya. Aku liat aku sendiri masih belum bisa kayak gitu. Tapi aku merasa lebih <i>confidence</i> aja sekarang kalau <i>speaking English</i> . Udah sering presentasi. Kalau diawal-awal kuliah dulu, karna pas di high school jarang banget presentasi, aku sering <i>nervous</i> .	Self-monitoring	I/2/I/SM/55

APPENDIX 4

OBSERVATION FIELD NOTE

Subject	Date	Time	Course	Class Activity	Strategy	Note
Participant 1 & 2	June 16, 2017.	100''	Intensive Reading	Group Discussion		Both Nisreen and Miskat were not volunteered themselves to give opinion to their group.
					- Switching to the mother tongue	Miskat discussed with her friend in Bahasa Indonesia
					- Using mime or gesture	When lecturer asked Nisreen a question, she shake her head and smile. Miskat was not answer the question.
Participant 1	June 8, 2017.	100''	Extensive Listening	Watching a short-movie and discussion	- Seeking for opportunities	After watching the short-movie, lecturer gave some question to be discussed together. Without being asked, Nisreen tried to answer the questions and gave some opinions.
					- Using mime or gesture	Used gestures by hand-gesture when she does not know to say some words in English.
					- Using mime or gesture	Frowned while thinking what she going to say.

					<ul style="list-style-type: none"> - Getting help - Using checklist 	When giving opinion, she saw her note somehow.
						Wrote some difficult words found from the movie.
	June 15, 2017.	100''	Classroom English	-Ice breaking: Short-movie discussion -Role play	<ul style="list-style-type: none"> - Overviewing and linking with already known material - Repeating 	Nisreen found some expressions for classroom context in the text book and pronounce the expressions repeatedly.
					<ul style="list-style-type: none"> - Placing new words into a context - Representing sounds in memory 	When role-playing, she used the expressions.
					<ul style="list-style-type: none"> - Avoiding communication partially or totally 	Choosing one of some scenarios given by lecturer. Nisreen and friend chose scenario 1: "You play an audio and ask your student to repeat/ retell the information from the audio."

					<ul style="list-style-type: none"> - Delaying speech production to focus on listening - Paying attention 	Nisreen was not interrupt her friend talking.
					<ul style="list-style-type: none"> - Getting help - Repeating 	Lecturer tell that she was love the word “sophisticated”. Nisreen - asked her friend how to pronounce it and repeat it several times.
		2”	Classroom English	Reporting	<ul style="list-style-type: none"> - Representing sounds in memory 	Nisreen had prepared a text of report. Nisreen memorize the text before reporting.
					<ul style="list-style-type: none"> - Getting help 	Sometimes Nisreen saw her notes to make sure that she does not missed the point.
	June 9, 2017.	4”	Classroom English	Making a short video	<ul style="list-style-type: none"> - Selecting the topic 	Nisreen decide to make a video about how to make sentence in simple past tense
					<ul style="list-style-type: none"> - Representing sounds in memory 	Nisreen had prepared the content/ text she going to say in the video. She memorize it before recording.
					<ul style="list-style-type: none"> - Using mime or 	Nisreen change her view direction,

					gesture	glance up, tried to remember point she going to explain.
		7"	Classroom English	Role play	- Delaying speech production to focus on listening	Nisreen's friend as a teacher, asked the student (Nisreen and another friend) about what they have learned in the last lesson. They were reviewed the last lesson. Nisreen answer teacher's question after teacher complete her question.
					- Becoming aware of others' thoughts and feelings	Nisreen took turn on become a teacher in the role play. A student s just bow, seems she afraid to be asked by the teacher (Nisreen). Nisreen come over and tell her "Don't afraid. We are just discussing and I want ask you about your hobby. That's it."
					- Becoming aware of others' thoughts and feelings	In the end of lesson, Nisreen said "I'm happy to see you enjoy this class."

					- Using progressive relaxation, deep breathing, or meditation	When interacted with students, sometimes Nisreen took a pause to speak. Nisreen thinking what she going to say.
					- Using laughter	When talking to her students, sometime Nisreen laugh just to reduce nervousness. Nisreen said “cheer up!” to her students with a big smile.
Participant 2	June 7, 2017.	100”	Extensive Listening	Group Presentation	- Getting help	While presenting, Miskat read the transcription of the shown video frequently.
					- Getting help	While presenting and read the transcrption, Miskat found a word that difficult to pronounce. Miskat asked her friend how to pronounce the word.
	June 8, 2017.	100”	Classroom English	Role Play using media (realia, poster, board, ppt)	- Selecting the topic	Some scenarios given by lecturer and students allowed to choose one scenario for their role play. Miskat and her friend choose “teaching

						math” scenario.
					<ul style="list-style-type: none"> - Overviewing and linking with already known material 	Before role-play in front of the class, Miskat opened her text book, finding some expressions.
					<ul style="list-style-type: none"> - Planning for a language task - Seeking practice opportunities 	Miskat devised the storyline and compiling the script/ dialog which she going to say in front of the class. Before presenting the role-play, she practice d it herself in a low voice.
					<ul style="list-style-type: none"> - Organizing - Seeking practice opportunities - Cooperating with peers 	Miskat and her friend practiced speaking before playing a role play in front of the class
					<ul style="list-style-type: none"> - Organizing 	Miskat trying to greet her student and in the end of lesson, closing her class.
					<ul style="list-style-type: none"> - Formally 	Drawing apple and orange in board

					practising with sounds and writing systems	to teach addition. Drawing 2 apples + 2 oranges.
	June 15, 2017.	100”	Classroom English	Role play	- Selecting the topic	Miskat and her friend chose scenario 2: “Your students mispronounce some words and you’d like to correct it.”
					- Asking help	Miskat asked to her friend when observer ask her which scenario they choose and who will be the teacher or student.
					- Overviewing and linking with already known material	Miskat opened the text book to find some expressions will be used. Some expressions used is in accordance with the selected scenario.
					- Paying attention	The lecturer told how to pronounce word “focus” correctly. Miskat is really concerned about how the lecturer exemplifies the pronunciation of the word, while

						her friend keep talking with her. Miskat pronouce it repeatedly.
					<ul style="list-style-type: none"> - Seeking practice opportunities - Cooperating with peers 	With her friend, practice before showing their role-play in front of the class.
					<ul style="list-style-type: none"> - Using laughter 	Her friend ask her to give response about her showing. Miskat just chuckled.
		2''	Classroom English	Single role play		Miskat gave many instruction and wiggling her hands. There is no interaction because it is a single role play. Miskat as a teacher and there is no student.
					<ul style="list-style-type: none"> - Using laughter - Listening to your body 	In giving instructions, Miskat always smile and move her hands to the right, to the left and rotate. Miskat also shuttle.
		5''	Classroom English	Role play	<ul style="list-style-type: none"> - Pay attention 	Miskat and friends talking about zoo. They were shared about anything the find in the zoo. Her

						friend asked Miskat to retell the story. Miskat told about what she and her friend's doing at the zoo, how the sound of some animals and their feelings.
					- Listening to your body	Miskat move her hands to the right, to the left and rotate.
					- Using progressive relaxation, deep breathing, or meditation	When speaking, Miskat mumbling like "hmmm..." in several times.