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Online Learning Strategies and Speaking Performance in English of Senior High School Students

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ABSTRACT

This study sought to find the relationship between the two variables and decide which domain of online learning strategies significantly influences the students' speaking performance in English. This study employed a descriptive-correlational method. There were 100 senior high school students involved in this study. The research instruments used were an adapted survey questionnaire and a speech task. The results showed a high mean score for the online learning strategies of students, and the students' speaking performance was described as good. The relationship between the two variables was insignificant, and only metacognitive strategies positively influenced the students' speaking performance. The students must learn how to use online learning strategies appropriately to overcome challenges in the online learning environment since online learning strategies might not be typical for students when delivering speaking performance tasks. Thus, teachers may teach students how to employ online learning strategies to help them improve their online learning.

INTRODUCTION

Developing the speaking skills of second language learners is a significant concern for English language teachers worldwide. Effective communication depends on speaking well, one of the five essential language skills to learn when studying a foreign language. Speaking a new language can be challenging, requiring courage and preparation. With the pandemic, classes are being held virtually, and students need online learning strategies to stay motivated and become independent in learning English, mainly speaking. These strategies will enable students to learn independently and become self-sufficient in their learning journey (Healey, 2019).

In Indonesia, the proficiency of senior high school students in speaking English remains a matter of concern. In the Ministry of Education and Culture of Indonesia, in their most recent curriculum, students must be able to articulate either transactional or interpersonal communication in a real-life situation, such as communicating and reacting to sympathy. However, several senior high school students struggle to articulate their opinions, emotions, and feelings. They undoubtedly need help to become competent speakers, such as a lack of vocabulary, inconsistent or unusual pronunciation, and poor grammar (Gani *et al.*, 2015). In the Philippines, classes are held virtually because of the pandemic. This necessitates online learning strategies to build students' motivation and help them to become independent English language learners (Lalani & Li, 2020). Wael *et al.* (2018) mentioned that online learning strategies will allow students to learn independently and become independent learners. Moreover, they stated that speaking is the most essential ability to learn a foreign language well among the four other language skills.

In one of the medical schools in Davao City, specifically in its basic education department, some students hardly develop oral communication skills. They are often anxious whether or not they can give a successful performance if they are asked to submit a speech task. With the literature and issues concerning online learning strategies and student speaking performance, the researcher believed that further research is needed to ascertain and examine the strategies used by students when they have speech activities in their online classes, especially in their oral communication subject. This inspired the researcher to look into the relationship between online learning strategies and speaking performance of the senior high school students.

LITERATURE REVIEW

Online Learning Strategies

Online learning strategies refer to the strategies used by students to understand and monitor their learning by using a variety of metacognitive, cognitive, resource management, and practical strategies to accomplish their online learning goals (Zariski & Styles, 2000; Tsai, 2009; Hu & Gramling, 2009). According to Healey (2019), online learning continues to evolve and develop as students discover the benefits of a versatile learning experience that fits their busy lives. For learners, progress in online classes also necessitates brushing up on outdated academic skills and learning new learning management systems. The flexibility offered by online learning can be challenging if not handled well. Students may not take the appropriate strategy and set specific ground rules, such as arranging study time.

Speaking Performance

Speaking performance is conveying messages from the

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speaker to the audience through words, utterances, and sentences. Their performance in speaking will implicitly reflect their excellent or bad competence. Husnawati (2017) mentioned that speaking becomes vital because it is an ability that helps us to grasp what is being explained clearly. Students' speech abilities are supposed to be high because they have been learning English for many years and will have several performances linked to oral competence in universities. Thus, students must develop speaking skills to orally organize, conceptualize, explain, and simplify their emotions, feelings, and ideas for others. Furthermore, Nirmawati (2015) stated that speaking is an oral expression of ideas, beliefs, and emotions in talk or speech. Speaking entails doing whatever one wants to say and ensuring that the person speaking to them understands the substance of the conversation.

This study is anchored on Oxford's Classification Theory by Oxford (1990). The classification theory divided the language learning strategies into direct and indirect components. Direct strategies are subdivided into cognitive, memory, and compensation strategies. Oxford (1990) stated that strategies are essential for language learning because they are instruments for constructive, self-directed participation, which is necessary for developing communicative competence. This study will also be anchored on Canale's Communicative Competence (1983) model, specifically the grammatical competence. Canale (1983) reminded the readers that communication is described as exchanging and negotiating knowledge between at least two persons through verbal and nonverbal symbols, oral and written/visual modes, and development and comprehension processes in the communicative competence model. As in the previous model, grammatical competence is associated with linguistic characteristics and rules such as vocabulary, word formation, sentence structure, grammar, pronunciation, and linguistic semantics.

MATERIALS AND METHODS

Participants

The study's respondents were the Grade 11 STEM students of one of the medical schools in Davao City enrolled during the first semester of the Academic Year 2021-2022. The researcher used a simple random sampling method to choose the study participants. Using simple random sampling, the researcher will identify 100 Grade 11 STEM students from the ten sections. There were ten students from each of the chosen sections. The 100 samples would be enough to statistically compute the data obtained to address the concerns posed in this study.

Methodology

This study followed a non-experimental quantitative research design and utilizes a descriptive-correlational method. The objective was to determine the relationship between the independent variable, i.e., online learning strategies, and the dependent variable, i.e., speaking

performance within a population. The descriptive-correlational method was well-suited for this research as it sought to establish a correlation between senior high school students' online learning strategies and their speaking performance. The research was conducted in a private and non-sectarian academic institution in Davao City. Due to the ongoing pandemic situation, the research was conducted virtually to comply with the protocols observed in Davao City. The researcher used a modified survey questionnaire to collect data for the independent variable. Experts validated the questionnaire and underwent pilot and reliability testing, which the experts will check. The Online Language Learning Strategy Questionnaire (OLLSQ) adapted from Kuama (2016) was used to identify the strategies used by the students. The OLLSQ consists of 40 items. Respondents rated the questionnaire using a Likert scale: 5 - Always; 4 - Often; 3 - Sometimes; 2 - Rarely; 1 - Never.

The researcher utilized extemporaneous speech as the dependent variable to measure the speaking performance of the participants. To evaluate the respondents, they were required to answer a given question in a recorded video within one to two minutes. Ethical considerations were taken into account during the study to respect the participants' opinions, time, perspectives, and principles. Participants were not physically or psychologically harmed throughout the study, and the researcher ensured a stable environment. The researcher began by submitting a letter requesting permission and approval to conduct the study to the research locale's principal and curriculum head of the senior high school program. The researcher first modified and validated survey questionnaires from reliable sources to administer the survey questionnaire. The researcher's expert validators then validated these. The researcher then scheduled the administration of the survey questionnaire to the selected student respondents. An online platform was used to send out the survey questionnaire, and the filled-out questionnaires were monitored, retrieved, and collected from Google Forms. The researcher and two other English teachers checked the speaking performances of the respondents' using rubrics that included the dependent variable's indicators. The results were tabulated and treated with statistical tools. After analyzing the study results, the researcher concluded and determined whether to accept or reject the hypothesis.

In analyzing and interpreting the quantitative data, it used Mean to describe the online learning strategies used by the respondents in doing speech tasks. Also, Pearson Product Moment Correlation Coefficient (r) was used to measure the linear relationship between two variables in the study, namely online learning strategies and speaking performance. The Regression analysis was also used to analyze the relationships between the two variables. It helped the researcher analyze which among the indicators of online learning strategies greatly influenced the students' speaking performance.

RESULTS AND DISCUSSION

Presented in Table 1 are data on the Level of Online Learning Strategies of Senior High School in terms of cognitive strategies, metacognitive strategies, resource management strategies, and affective strategies.

Table 1: Summary of the Level of Online Learning Strategies of Senior High School

Indicators	Mean	Descriptive Level
Cognitive strategies	4.05	High
Metacognitive strategies	4.00	High
Resource management strategies	3.91	High
Affective strategies	4.04	High
Overall	4.00	High

According to Table 1, senior high school students have a high level of online learning strategies with an overall mean of 4.00. This indicates that the students' online learning strategies effectively improve their speaking performance. The results show that the students utilized online learning strategies in their speaking performance, which they believed were beneficial in overcoming difficulties in the online English learning environment. However, some students still need to be ready to transition into online learning due to various reasons, not just the lack of online learning strategies usage. They may need some time to adapt to the new learning environment. Therefore, to succeed in the new learning mode, students must use online learning strategies appropriately (Hu & Grambling, 2009).

Specifically, among the four online learning strategies of senior high school students, cognitive strategies are rated with the highest mean score of 4.05, described as high. This means that the students' cognitive strategies are evident in improving their speaking performance. This reveals that students could use cognitive strategies in their online learning as they took important points while studying from the media stream, summarized essential topics in the learning materials, and organized their learning. This finding substantiates the idea of Syafryadin (2020), who states that cognitive strategies help students make sense of their learning by thinking about and interpreting it. It also acts directly on the incoming input of the target language and interprets it in ways that can improve language learning. The British Council (2019) supported this by stating that cognitive strategies are a form of learning strategy that students use to help them learn more effectively. They involve repetition, organizing new language, summarizing meaning, guessing meaning from context, and memorizing imagery.

The study's second-highest indicator showed that the students' affective strategies were evident in improving their speaking performance. The mean score of 4.04, described as high, indicates that the students could possess self-learning skills as they learn English through

LMS. This further implies that students were motivated and confident enough to learn and use English using LMS. The study's findings align with Kuama's (2016) study, in which students perceived the affective strategies at a high level. This is because students are positively motivated to learn English through online platforms. The researcher stated that the students benefited from independent learning and were highly motivated because they could learn online English subjects with no or little trouble. Further, it was concluded that confidence in learning ability can improve online students' motivation (Matuga, 2009).

The mean score of 4.00 for metacognitive strategies is the third highest indicator. Students who exhibit high metacognitive strategies tend to perform better in speaking. The results show that students use metacognitive strategies to keep track of their cognitive processes. They prepare and practice for learning, manage their learning experience, and evaluate their performance. This finding is consistent with the results of the experimental study conducted by Fisher and Forbes (2015), where learning methods improved students' motivation and speaking ability. The participants in their study reported an increase in their use of metacognitive strategies and their value for it. This finding is also supported by the study of Liu and Feng (2011), which highlights the importance of metacognitive strategies in helping students control their studies. Due to its unique nature, students with high metacognitive strategies must be well-regulated, monitored, evaluated, and supervised in online learning. Although still high, the lowest indicator is the resource management strategies, with a mean score of 3.91, which means that the resource management strategies of the students are evident in improving their speaking performance. Based on the study's findings, the students still consider their learning resources, environment, and learning time in speech performance tasks. Furthermore, the results revealed that students could seek help from their peers virtually, choose an excellent location to access an internet connection, browse through LMS, and use learning resources to understand the given lesson better. Interacting only with learning materials is insufficient, especially in language learning, which necessitates more interactions between teachers and students and between students and other students. As a result, they might seek the assistance and scaffolding of teachers and peers (Hurd, 2006).

Table 2: Summary of the Level of Speaking Performance in English of Senior High School

Indicators	Mean	Descriptive Level
Grammar	4.16	High
Fluency	4.08	High
Pronunciation	4.21	Very High
Vocabulary	4.23	Very High
Overall	4.17	High

Presented in table 2 are the data on the level of speaking performance in English of senior high school in terms of the three indicators, namely: Grammar, Fluency, Pronunciation, and Vocabulary.

The overall mean rating of the level of speaking performance in English of senior high school students was 4.17 or described as high, implying that the students showed good speaking performance. Students' speech skills are high since they have been learning English for a long time and are exposed to several performances related to oral competence in school. It has been found that the indicator with the highest mean is vocabulary, which has a mean score of 4.23, indicating a very high proficiency level. This suggests that the student has excellent speaking skills. Vocabulary is an accurate and reliable indicator of competency and performance. In order to communicate effectively and naturally, students need to have access to vocabulary that is relevant to their needs. This finding supports Nunan's (2017) idea that learners must use specific techniques and strategies to achieve a certain level of proficiency in vocabulary knowledge. The second most significant factor in evaluating a student's speech is their pronunciation, which has a mean score of 4.21, indicating a very high level of proficiency. This implies that the student demonstrated exceptional speaking ability. Furthermore, it can be deduced that students accurately pronounced every word they uttered. During the speech task, students demonstrated impressive pronunciation skills. Proper pronunciation involves more than just individual sounds. Students must accurately stress words, maintain proper intonation, and observe

speech rate and accuracy, ensuring their audience quickly understands them.

The mean score of 4.16 indicates that grammar is the third-highest indicator of students' speaking performance. This means that the students generally performed well in using correct grammar. However, the data revealed some grammatical errors, suggesting that the students may need to pay more attention to sentence structure and grammar usage. This finding is consistent with the observation made by Celce-Murcia (2001, as cited by Apriliaswati & Fitriani, 2015) that grammar can be challenging when students need to study structures systematically. Even if learners have grasped a particular structure, they may struggle when a new structure is introduced to their interlanguage. Although described as high, fluency has the lowest mean score of 4.08. The student showed an excellent speaking performance. Based on the data result, the students showed unnecessary pauses, stuttered, and hesitated while delivering the speech. This corresponds to the findings of Wang (2014), which states that in order to be an excellent or fluent speaker, a person should be able to generate spoken language without unnecessary pausing or hesitation. The researcher further suggested that as speakers, students must be able to communicate clearly and fluently.

Presented in Table 3 are the results on the relationships of Online Learning Strategies and Speaking Performance in English of Senior High School. Also, it presents the significant relationship between online learning strategies and speaking performance in English of senior high school using the Pearson Product Moment Correlation Coefficient (*r*).

Table 3: Significance on the Relationship between Online Learning Strategies and Speaking Performance in English of Senior High School

Online Learning Strategies	Speaking Performance in English of Senior High School			
	r	p-value	Decision on Ho	Interpretation
	.053	.600	Fail to Reject	Not Significant

According to the results, there is no relationship between online learning strategies and speaking performance. The p-value of .600 is more significant than 0.50, meaning that the relationship between senior high school students' online learning strategies and their speaking performance is insignificant. At the α 0.05 level of significance, the null hypothesis is not rejected. Based on these findings, the researcher concluded that students do not rely heavily on online learning strategies when performing speaking tasks. The insignificant relationship indicates that online learning strategies do not impact students' speaking performance assessment scores.

It has been observed that the online learning strategies adopted by the respondents could be more effective and relevant to their speaking performance. This is because online learning strategies and speaking performance are

two different concepts. Although students may implement strategies in their speaking performance tasks, it cannot be assumed that those strategies are online learning strategies. Additionally, a study conducted by Kuama in 2016 found that the lack of correlation between online language learning strategies and online outcomes could be attributed to other factors such as the online learning environment, motivation, and online learning readiness. Therefore, factors such as competency, maturity, and online learning experiences also significantly impact online learning, particularly in the context of speaking performance.

The result of the regression analysis on the significant influence of the indicators of online learning strategies on speaking performance in English of senior high school is presented in Table 4.

Table 4: Regression Analysis on the Significant Influence of the Indicators of Online Learning Strategies on Speaking Performance in English of Senior High School

	Speaking Performance in English						Decision on H ₀	Interpretation
	Unstandardized Coefficients		Standardized Coefficients					
Online Learning Strategies	B	Std. Error	Beta	t	Sig.			
Constant	3.855	.324		11.890	.000			
Cognitive strategies	-.052	.116	-.073	-.446	.657	Fail to Reject	Not Significant	
Metacognitive strategies	.312	.118	.408	2.631	.010	Reject	Significant	
Resource management strategies	-.042	.103	-.063	-.404	.687	Fail to Reject	Not Significant	
Affective strategies	-.138	.089	-.215	-1.550	.124	Fail to Reject	Not Significant	

$R = .274$; $R^2 = .075$; $F\text{-value} = 1.922$; $p\text{-value} = .113$

Table 4 shows the regression analysis of the online learning strategies and their indicators of speaking performance. Of the four independent variable indicators, three are not significant predictors of the dependent variable, and the other is significant. The analysis shows that the F-value of the regression model is 1.922, and the corresponding overall p-value is 0.113, which is not significant. This means that the independent variables do not significantly impact the dependent variable. As a result, the null hypothesis is accepted. Among the independent variables, the standard coefficient of metacognitive strategies has the highest Beta of 0.408, indicating that metacognitive strategies significantly influence speaking performance. The metacognitive strategies indicator also has the highest t-value of 2.631, while the cognitive strategies indicator has the lowest t-value of -0.446. This shows strong evidence against the null hypothesis for the metacognitive strategies indicator. The larger the absolute value of the t-value, the smaller the p-value, and the stronger the evidence against the null hypothesis. However, there is most likely a significant difference in the cognitive strategies indicator. Upon further analysis, it was discovered that three standardized betas were negative and, therefore, insignificant. Cognitive strategies, resource management strategies, and affective strategies do not significantly impact the speaking performance of senior high school students. However, metacognitive strategies have a positive standardized beta of 0.408, indicating that they significantly positively influence the dependent variable. This is supported by Liu and Feng's (2019) study, which found that online learners preferred metacognitive strategies more frequently than others.

CONCLUSION

Based on the study's findings, the students' online learning strategies were evident in improving their speaking performance. This showed that students use online learning strategies to understand and monitor their learning and accomplish their online learning goals. Moreover, the senior high school students showed an overall good speaking performance. Students' speech skills were also high since they had been learning English for a long time and were exposed to several performances

related to oral competence in school. The relationship between the two variables was insignificant, indicating that online learning strategies do not influence students' speaking performance assessment scores. In this aspect, online learning strategies might not be a common practice for senior high school students when delivering speaking performance tasks. Among the four indicators of the independent variable, only metacognitive strategies positively influence the speaking performance of senior high school students. Many of the students possessed these skills. They were more self-controlled and regulated; such actions led to positive learning results. Thus, metacognitive strategies were essential and commonly utilized by online learners. The researcher suggested a few important recommendations. It is recommended that intervention programs be developed that will enable the students to use different online learning strategies to enhance their speaking performance skills and achieve success in online learning. It must become the department's flagship as online learning is now most students' learning modality. This concern requires immediate action as it was found out that students still need to become more familiar with the appropriate strategies to be used for their online learning. The school administrators are encouraged to improve the curriculum map in oral communication subjects as it will also improve the senior high school students' oral language competence and speaking performance. They may revise their core standards and ensure they align with online learning. The teachers are also encouraged to give the students some activities to enhance their speaking skills. Thus, teachers must introduce various online learning strategies to help them succeed in online learning. The parents may support the students in their online learning activities. They may also mentor and encourage their children to use the strategies to improve their online learning, including their skills. The students must learn how to use online learning strategies appropriately to overcome challenges in the online learning environment, especially in their oral communication classes. Thus, students should also learn new skills, find inspiration, and be determined to perform efficiently in this new educational standard. Lastly, future researchers may

use the findings of this study to gather more scientific evidence that can aid teachers and educators in preparing for a successful online-based instructional curriculum.

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