

## LEARNING STRATEGIES USED BY LEARNERS WITH DIFFERENT SPEAKING PERFORMANCE FOR DEVELOPING SPEAKING ABILITY

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### Abstract

This study describes learning strategies used by English language learners with different speaking performance. The aims of this study were (1) describing learning strategies used by learners with high and low speaking performance in improving their speaking abilities, (2) describing the difference of learning strategies used by learners with high and low speaking performance, (3) Describing factors are influencing the use of learning strategies by learners, (4) Describing problems encountered by learners with low speaking. This study was a qualitative case study on 20 learners of speaking classes. Those learners were taken from two classes at two English courses. The data were collected by using classroom observations, questionnaires, interviews, and the data of learners' achievement given by teachers. Those were analyzed in descriptive qualitative method. The finding reveals five results: (1) Learners with high speaking performance used all kinds of strategies in learning speaking. They employed those strategies in the equal degree of frequency. (2) Learners with low speaking performance usually used cognitive, metacognitive and social strategies. They also did not apply those strategies in equal degree of frequency. (3) Learners with high speaking performance used strategies more dominantly and actively than those with low speaking performers. (4) Learners with high speaking performance seemed to have higher motivation than low speaking performance. This case influences the application of those strategies. (5) Problems encountered by learners with low speaking performance were in the application of strategies. The lowest percentages of variance were explained by memory, compensatory, and affective strategies.

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## INTRODUCTION

In this age of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, there is a demand for speakers who can use English effectively in every country. English is called the International Language and is also the second language of many countries in the world. In Indonesia, English is considered a foreign language, for it is a language studied in an environment where it is not the primary means for daily interaction and the use of the language is restricted. Even though English is said to be difficult to learn and to use, it keeps attracting people to learn it.

Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (Noonan, 1991, p.39). In addition, Patel and Jain (2008, p.29) state that the primary functions of language are communication, self-expression, and thinking. Hence, it is obvious that language is a means of communication. For a learner to master a language well, she/he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language.

However, speaking a foreign language is not an easy skill to be mastered by learners. They are considering speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Regarding this, Brown (2004, p.172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. Students have to be aware of these components. Before they speak, they should

know what they will say; therefore, they need to have many ideas in their mind about what they will say. In addition, learners must be able to use correct pronunciation; otherwise it will be difficult for listeners to understand them. Moreover, in order to be able to speak fluently and correctly, they must have sufficient vocabulary and must be able to arrange their sentences so that they can be understood. If all these things are done well, the learners surely will be able to speak well and their listeners will get the message easily.

There are many kinds of strategies in learning that might be used by the students to make their speaking more fluent, such as by listening to English song, watching English movies, practicing with their friends, etc. Successful in studying speaking is apparently caused by the strategies used by learners. This is proved by the study conducted by Jundiai, M., et al (2014) who investigated strategies of learning speaking skill by Senior High School EFL learners in Indonesia. The study revealed that the two groups of students reported using all of eleven strategy categories at significantly different levels of intensity with the successful learners reporting higher intensity of use. The students can choose some strategies based on their need. The strategies use by students in learning is intended to help them, especially in learning speaking.

In the last few decades, there has been a considerable body of studies highlighting the potential role of learning strategies, most of which confirmed that the use of learning strategies greatly brings positive effects on the students' mastery of English (Cohen, 2000; Mister, 2011; Oxford, 1990; Noonan, 1992). Thus, Brown (2007) points out that success in second or foreign language learning "will be due to a large extent to a learner's own personal 'investment' of time, effort, and attention to the second language in the form of an individualized battery

of strategies for comprehending and producing the language” (p. 69). In this regard, Oxford (1990) develops a questionnaire called Strategy Inventory for Language Learning (SILL), which has been used in a large number of studies around the world. It is used to find out kinds of strategies used by learners in improving speaking ability.

Moreover, the nature of learning strategies has been defined by some experts. Oxford (1990:1) defines learning strategies as steps used by learners to improve their own learning. Besides, Noonan (1999:171) defines learning strategies as the mental and communicative procedures learners use in order to learn and use language. Then, there are also some experts who admit learning strategies give significant effect in learning. As stated by Wended and Rubin (cited in Pineda 2010: 96) language learning strategies are plans, routines, and operations that are used by learners in facilitating the obtaining, storage, retrieval, and use of information.

Language learning needs some effective strategies in learning process, especially in learning speaking. Regarding to this, there are some learning strategies that can apply by learners in improving their speaking ability. These strategies had been proposed by Oxford in 1990. She mentions that there are six strategies should be applied by learners in learning language, such as; memory, cognitive, compensation, metacognitive, affective, and social strategy. Those included with many activities which facilitated the learners to be more active in learning. By using those strategies, enable the learners to improve their speaking abilities. Moreover, there are many problems facing by EFL learners when learning speaking. They have to lead their selves into real English which has different cultural between they and native English. Speaking problems become a phenomenal among the EFL learners. These relate to how able the

learners mastering the aspects of speaking such as vocabulary, grammar, pronunciation, comprehension. I found some of them are still trouble in mastering those aspects.

Learning strategies may become central factors that influencing the learners' performance. They may become high or low speaking performance caused by their strategies chooses and apply. Besides, there are many learners failed in learning speaking even they have taken many time to study speaking. These phenomenons relate to what I found in field. There are many learners succeeded but some others failed. Moreover, speaking becomes important because it is a skill that can make people easily understand to what things explained. In high education, learners' speaking ability is expected to be good because they have learn English since some years before and they will have many performance related to oral skill in universities. But in fact, their speaking ability is still low. It is difficult to them to fulfil some aspects of speaking performance.

In this study, I investigated the learning strategies used by EFL learners in improving their speaking abilities from two different English courses in Pare. These strategies relate to how the strategies used by learners in improving speaking abilities. Pare is a small area in the district of Pare, where over a hundred businesses offering various English courses are clustered. It is called as English Village (*Kampung Inggris*) because mostly people use English language as a means of communication in that place. It is a famous place to study English in Indonesia. The learners who came there would be able to speak English faster. They come from all over places in Indonesia. Besides, there are also some learners who come from overseas such as Thailand, Jordan, Yemen, and etc. People are commonly used English to speak with others rather than Indonesian or Javanese language for the sake of practice.

However, people commonly think that someone has capability in English measured from his/her speaking abilities. This happened since speaking is the most used among skills in English. Relate to people who study English in Pare. They inclined to learn speaking than other skills. This is proved from the majority of English courses which providing speaking class for learners. Thus, refer to the fact above; I decided to conduct a study in Pare. The considerations came from some factors. First, I could find many English courses with variety of learners. Second, Pare has a good environment to study English. Third, people or learners who come there mostly have higher motivation. Finally, I made a conclusion that Pare is one of the interesting places to study English in Indonesia. It has many over pluses than others. There many things that we can investigate there such as speaking, writing, reading and listening. Even TOEFL and IELTS are also available in there. However, I was interested and motivated to conduct a study. Thus, I decided to formulate the interesting issues entitled "Learning Strategies used by learners with different speaking performance for developing speaking ability in Pare (*Kampung Inggris*) Kediri, East Java".

### **Language Learning Strategies**

Language learning strategies is dealing with process of manner how students learn English speaking. These are become a central aspect of gaining language. All language learners use language learning strategies in their learning process. There are many kinds of learning strategies that can be found among EFL learners when learning language. Learning strategies are commonly defined as the operations or processes which are consciously or unconsciously selected and employed by the learner to learn the target language or facilitate a language task. As stated by Chamot (1987, cited in Macaro,

2001: 17) he defines Learning Strategies as techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. From many different strategies, there are many options from which learners consciously select in order to optimize their chances of success in achieving their goals in learning and using the language. Learners employ language learning strategies consciously when processing new information and performing tasks. These strategies help them to comprehend better and quicker. Therefore, language learning strategies are fundamental to success in learning a new language.

However, the definitions of language learning strategies are a broader terms. These focus on the individual and any strategy that the individual uses for producing the target language as called a production strategy. Beside, for communicating in the target language as called a communication strategy, and for processing input in the target language as called a learning strategy. The definitions differ in term of whether they include thoughts or mental processes and whether they include the element of consciousness as a factor in strategy use. Learning strategies needed to apply by learners in learning speaking in order to have an effective learning. They have to train all strategies during learning speaking especially concept of learning strategy proposed by Oxford in 1990.

### **Oxford's Classification of Learning Strategy**

This study uses Oxford's theory of learning strategies. In her book entitled "Learning Strategy: what every teacher should know" in 1990. She explains more about learning strategies. According to Oxford (1990) learning strategies are divided into six strategy groups, those are direct strategy which are further divided into; memory

strategies, cognitive strategies, comprehension strategies, and indirect strategy which are further divided into social strategies, affective strategies and metacognitive.

### **Direct Strategy**

Direct strategies are contributed directly to language learning. These involve mental processing of the language such as clarification monitoring, guessing. Meanwhile, indirect strategies which did not contribute directly but involved in language learning, such as creating opportunities for practicing. Direct strategies are dealing with the actual real life actions from the learners by practicing their English. These are classified into three groups: Firstly, *memory strategy*. This strategy relates to how students remember language. Secondly, *cognitive strategy*. This strategy relates to how students think about their learning. Thirdly, *compensation strategy*. This strategy enables students to make up for limited knowledge when practicing speaking.

Memory strategies are techniques that facilitate the process of recalling new input. These strategies help the learners store new information and skills in memory so as to retrieve them later whenever they are needed. According to Oxford (1990) memory strategies comprise four sets of learning strategies such as; creating mental linkages, applying images and sounds, Reviewing well, and employing action. These strategies involve using physical responses or sensation and using mechanical techniques. Using physical responses or sensation relate to students listen to a command then physically act it out. Using mechanical techniques relate to utilize the media such as flashcards to remember new word.

Cognitive strategies are typically found to be the most popular strategies with language learners. Strategies for practicing are among the most important cognitive

strategies. Besides, these involve manipulation and transformation of the language in some direct ways for processing language input and preparing for language output. According to Oxford (1990) cognitive strategies are built up of four sets of learning strategies such as; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. These strategies are necessary for both comprehension and production in the new language. These cover taking notes, summarizing, and highlighting.

Compensation strategies are behaviors that help learners overcome any gaps in knowledge of the target language. These help the learners to use the language despite large gaps in knowledge. These strategies are intended to make up for a lack of knowledge in the areas of grammar and vocabulary. By implementing these strategies allow the learners to use certain skills to compensate their lack of other skills for the purpose of being able to comprehend the input or to express ideas. Language learners, for instance, may make use of their syntactic knowledge to compensate for their phonological knowledge. According to Oxford (1990) compensation strategies are classified into the strategies of guessing intelligently depending on different types of clues like the linguistic ones and overcoming limitations in speaking and writing. Guessing intelligently is essential for listening and reading. Learners need not recognize every single word before they can comprehend the overall meaning. These strategies have two types of clues such as using linguistic clues and using other clues. Overcoming limitations in speaking and writing refer to all compensation strategies for speaking and writing contribute to learning by allowing learners to stay in conversations or keep writing long enough to get sustained practice which including switching to the mother tongue, getting help

from others, using mime or gestures, avoiding communication partially or wholly, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym. These strategies are commonly manipulated for the skills of listening comprehension, reading comprehension, speaking and writing activities and vocabulary learning.

Based on the explanation above, compensation strategies aid learners in overcoming knowledge gaps and continuing to communicate authentically. These strategies are very needed by the learners as the techniques in developing their English vocabularies as well as keeping conversation running smoothly.

### **Indirect Strategy**

Indirect strategy refers to support and management of language learning without directly involving the target language. This involves management processing of the language. For example; set up the plan of learning, controlling feeling, involve learning by interacting with others. Indirect strategies are dealing with the actual management for their learning. These are classified into three groups; Firstly, *metacognitive strategies*. These strategies relate to how students manage their own learning. Secondly, *affective strategies*. These strategies relate to students' feeling. Finally, *social strategies*. These strategies involve learning by interacting with others.

Metacognitive strategies means beyond, beside, or with the cognitive. These strategies go beyond purely cognitive devices and provide the learners with a way to coordinate their learning process which include planning for cognition, obtaining and using resources for cognition, and evaluating process. According to Oxford (1990) metacognitive strategies are divided into three set of strategies such as centering the learning, arranging and planning the

learning and evaluating the learning. Centering strategies comprise three subsets of strategies that deal with behaviors which focus the learners' attention on the materials that they are going to learn and the ones they have learned. These help the learners to converge their attention and energies on certain language tasks, activities, skills, or materials.

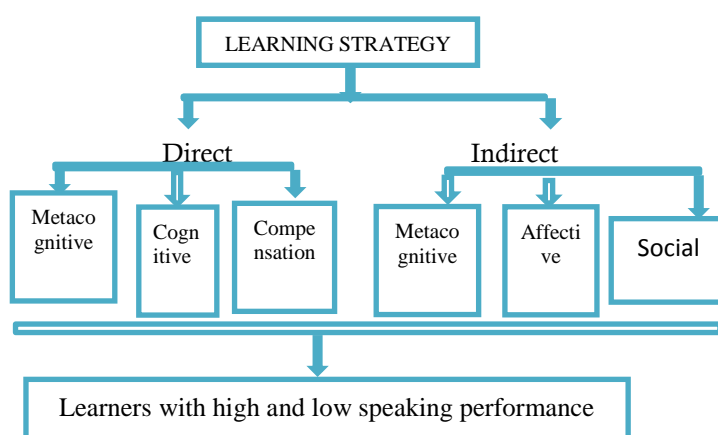
Affective strategies refer to emotions, attitudes, motivation and values. The affective side of the learners is probably one of the biggest influences on language learning success or failure. These set three of causes such as lowering our anxiety, encouraging ourselves, and taking our emotional temperature. According to Oxford (1990) there are three groups of learning strategies are included under the label affective language learning strategies. They are; lowering anxiety strategies, which implicate following certain ways for making the learning process to be in a relaxed situation and conditions such as practicing relaxation exercises, taking deep breath, listening to music, etc. Encouraging strategies, which lead the learners to be more confident and risks in language learning so that they would not be afraid of making mistakes and taking emotional temperature strategies that help the learners discern negatives attitudes and emotions.

Social strategies implicate engaging in interactions the learner with other people in the language learning process. Those people can be learners, EFL teachers, or native speakers of the target language. Social strategies are based on the principle that learning is a social event, and this is largely applicable to learning language. According to Oxford (1990) social strategies cover three sets of learning strategies such as asking question, cooperating and empathizing with others. Asking question strategies are very useful to learners to clarify the materials that they do not understand or to verify the

materials for checking their correctness. Cooperative strategies, on their part, facilitate language learning process in peers or groups cooperatively through which each learner is held accountable for his/her own learning and is motivated to reinforce the principle of learning with others. Lastly, empathizing strategies aid learners to increase their ability to empathize by developing cultural understanding and becoming aware of the others' thoughts and feelings.

According to Oxford (1990), Language learning strategy is categorized

into two major groups: Direct and Indirect strategies. Direct strategies deal with the activities which directly effect on learning process. It consist of memory, cognitive and compensation strategies. Those may help learners achieve the target language in communication gaps. While, indirect strategies deal with the activities which indirectly influence of learning process, but it can give any positive effect to learners. It consists of metacognitive, affective, and social strategies.



**Figure 1.** Process of learning strategies applied by learners (Oxford, 1990).

### Theories of Speaking

There are some theories of speaking that proposed by experts which have the same point of that. As human being we need speaking as communication tool in our daily life. Speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. It is become a way to deliver messages through oral activity. To be good learners in learning speaking, they need involve some techniques to acquire easily.

However, there are some concepts of speaking that have been explained such as Nunan (2003: 48) (cited in Mart, 2012: 91) speaking is a productive oral skill which

consists of constructing systematic verbal utterances to convey meaning. Besides, according to Bailey (2000) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. In a slightly different statement, Brown (2004: 140) points out that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. In speaking, the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language. They must also learn about how to deliver the meaning of

the language according to the context they are speaking.

In addition, speaking is the ability to produce words in language practice. It is expressing thought a loud using the voice or talk. It means that, when someone interacts with other by using a language as a mean, certainly, they want to convey something important in uttering their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards and Willy a.

Renandya (2003) speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.

As a human being, we always need communication to express our idea to do everything; what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea. Therefore, in formal environment between teachers and students have to always interact to make communication. In fact, most of our daily communication remains interactional. It can interact in language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

## METHODOLOGY

**Table 1.** Method of Data Collection

Data Collection Types	Instruments of the Study	Purposes
Observations	1) Video recorder 2) Field note	To record information as it occurred in order to investigate the learners' performance during learning speaking.
Questionnaires	Questionnaire for students	To know the learnerss' strategies in improving their speaking abilities.
Interviews	Guided interview for learners	To gather deeper information and clarification from the learners about their strategies used in improving their speaking abilities.
Documents	Learners' score after given speaking test.	To give supporting data to answer research problems and to ensure the validity of participants of the study.

This study focused on the learning strategies used by EFL learners with different speaking performance in improving their

speaking abilities in Pare, Kediri, East Java. The learners were divided into two levels of groups; learners with high and low speaking



performance. All classes were conducted in 54 hours divided into 26 meetings. Total program ran for one month. Each meeting lasted for 2 hours and there were five meetings in a week.

It was a descriptive qualitative study on those 20 learners from speaking classes.

## FINDINGS AND DISCUSSIONS

**Question 1:** What categories of strategies used by learners with high and low speaking performance in improving speaking abilities?

Based on the findings from questionnaire and interviews showed that almost all kinds of strategies were used by learners with high speaking performance such memory, cognitive, compensation, metacognitive, affective, and social

The data were collected by using classroom observations, students' questionnaire, interview, and the learners' achievements. Those were analysed in descriptive qualitative method, though there was simple quantitative analysis on students' questionnaire.

They implemented those strategies almost in the same degree of frequency. While, learners with low speaking performance seemed to be low in using kinds of strategies. They usually used three of them such as memory, cognitive, and social strategies. Even all strategies were also applied in certain moment, but also did not apply those strategies in the same degree of frequency.

**Table 1.** Intensity of using strategies by learners with high speaking performance.

Parts of Learning Strategies	Highspeakingperformance Average	Frequency of use	Interpretation
Memory	4.3	Moderate	Usually used
Cognitive	4.7	High	Always used
Compensatory	3.4	Moderate	Sometime used
Metacognitive	4.5	High	Always used
Affective	3.0	Moderate	Sometime used
Social	4.0	Moderate	Usually used

These numbers showed that the learners with high speaking performance usually and always used all the learning strategies mentioned in SILL. The table above illustrated the results and averages of the learners' language learning strategies in developing speaking abilities.

These numbers showed that the learners with low speaking performance sometime used all the learning strategies mentioned in SILL. The table above illustrated the results and averages of the

learners' language learning strategies in developing speaking abilities.

**Question 2:** How are the differences learning strategies used by learners with high and low speaking performance?

Learners with high speaking performance tended to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task. These learners can easily explain the strategies they use and why they

employ them. These phenomenon could not be found among learners with low speaking performance. Additionally, Learners with low speaking performance were usually used cognitive, metacognitive and social strategies. They seemed trouble in employed memory, compensation and affective strategies. While, learners with high speaking performance had a better balance in the learning strategies they employed. They used all kinds of strategies in the same degree of frequency. The differences were not only in using strategies but also in the degree of frequency in applying those strategies.

**Question 3:** What factors are influencing the use of strategies by learners in improving speaking abilities?

Factors influencing the use of strategies were mainly caused by motivation. Learners with high speaking performance have different motivation with low speaking performance learners. The high speaking performers have highest motivation than low speaking performers. Besides, cultural background and attitudes and belief, gender, and age and L2 stage were found as factors affected both of groups in choosing and applying strategies as well as likewise affected the degree of frequency in applying. However, motivation is always being distinguished among them. The learners with low speaking performance seem to have the lowest motivation, then caused there were not balanced in using those strategies.

**Question 4:** What problems are encountered by learners with low speaking performance?

There were three of strategy categories as the problems to the learners with low speaking performance. Firstly, In memory strategies, they tended to use classic way such as memorized the list of vocabularies as much as possible then practiced those with their friends and in some particular activities. This contradicted with strategies mention by Oxford (1990). Secondly, in compensation strategies, the learners with low speaking performance were lack in mastering words and phrases, thus they could not to express another words when they forgot the words that commonly used. They also still speak like a death fish. It means that they did not used gestures in emphasizing certain meaning when speaking. additionally, they seemed to be confused to guess certain meaning during conversation. They utilized the media such as electric vocabulary, YouTube, video without asking for advising by native or teacher directly. Thirdly, in affective strategies the learners with low speaking performance seemed trouble in controlling their feeling such as when they tell a story and make a conversation even in classroom and dormitory. They seemed to be unconfident, more afraid, and uncomfortable.

Parts of Learning Strategies	Low performance Average	speaking	Frequency of use	Interpretation
Memory	3.0		Moderate	Sometime used
Cognitive Compensatory	3.5		Moderate	Usually used
Metacognitive	2.9		Moderate	Sometime used
Affective	3.2		Moderate	Sometime used
Social	3.0		Moderate	Sometime used
	3.2		Moderate	Sometime used

**Table 2.** Intensity of using strategies by learners with low speaking performance.

## DISCUSSION

Learning strategies can be defined based on context of learners. According to Oxford (1990b) Foreign or second language (L2) learning strategies are specific actions, behaviours, steps, or techniques students use often consciously to improve their progress in apprehending, internalizing, and using the L2.

Based on the findings of this study, the findings indicate that high speaking performance students seem to be more aware of their language needs. Thus, they tended to utilize strategies that would help them master the target language through practicing, reasoning and analysing, as well as strategies that allow them to control their own learning through planning strategies and evaluating results. Moreover, these learners spent a great deal of time exercising to get control over their emotions and attitudes through increasing their motivation levels.

The findings of the study are in line with Gharbavi and Mousavi (2012) and Pei-Shi (2012) which showed that the higher the level that learners are at, the greater the number of strategies they will apply. Oxford (1990) also claims that all language learners' use learning strategies, but more successful learners use them more consciously, more appropriately, more purposefully and more frequently. There were also other present studies which had similarity and disparity

result with my study such as a study from Sofyan A, Dian Fajrina, and Rizaidy (2015) showed that the learners with low speaking performance most often used compensation and social strategies. Meanwhile, memory, cognitive, metacognitive and affective strategies were not so often used. On the other hand, learners with high speaking performance had the same balance in using strategies. This study had different in low speaking performance learners used with my study. But it has the same result in high speaking performers used.

There are some factors influencing the choice of strategies that had been proposed by Oxford (1990a). She synthesized existing research on how the following factors influence the choice of strategies used among students learning a second language and students learning a foreign language such as motivation, gender, cultural background, certain other cultural, attitudes and beliefs, type of task, age and L2 stage, learning style, and tolerance of ambiguity. In this study I found that some factors which influencing the use of strategies such as motivation, cultural background, attitudes and beliefs, and gender.

Researcher mentioned some solutions to problem encountered by learners with low speaking performance. They should increase their cognitive and social strategies. This suggestion also mention by (Brown, 2007). Additionally, using the appropriate language learning strategies often results in improved proficiency or achievement overall or in

specific skill areas, Oxford et al, (1993). Learners with low speaking performance have to use those strategies in the same degree of frequency. Thus, learners with low speaking performance must have strong motivation and cover all kinds of strategies in learning speaking as mention by Oxford. However, good learners are categorized have some aspect such as willing and accurate guessers, have a strong drive to communicate, willing to make mistakes, focus on form by looking for patterns and analysing, take advantage of all practice opportunities, monitor their speech as well as that of others, and pay attention to meaning. This can be guideline to learners with low speaking performance.

## CONCLUSIONS

Based on the analysis of data, some conclusions can be drawn. Firstly, the learners with high speaking performance used six strategies as proposed by Oxford (1990), namely memory, cognitive, compensation, metacognitive, affective, and social strategies. While, learners with low speaking performance usually used three of them such as memory, cognitive, and social strategies. Moreover, they also used others strategies such as compensation, metacognitive, and affective but in rare time of frequency. Secondly, learners with high speaking performance tended to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task. These learners can easily explain the strategies they use and why they employ them. These phenomenon could not be found among learners with low speaking performance. Thirdly, factors influencing the use of strategies were mainly caused by learners' motivation, cultural background and attitudes and belief, gender, and age and L2 stage. Moreover, I did not find all factors as

mention by Oxford in 1990. Finally, there were three of strategy categories as the problems to the learners with low speaking performance such as; memory strategies, compensation strategies, and affective strategies.

Teachers have a big role to make difference in students' live. They are agent of change in their own classroom. They should always analyze students' knowledge background and need for classifying students' class and employing appropriate instructional strategies which could develop their students' skills. IELTS teachers should enhance their active participation in not only becoming teachers but also teachers-learner-researcher to improve their teaching practices.

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