LEARNING SPEAKING STRATEGIES BY ESP LEARNERS IN ENGLISH FOR THEOLOGY CLASSROOM TO ENHANCING SELF-EFFICACY

[#1]Theo Dedy Palimbunga', [*2]Louise Pali' Datu, [*3]Merlina Ma'tan

[#1]English Lecturer, FKIPK, IAKN Toraja, Indonesia
[*2]Student, FKIPK, IAKN Toraja, Indonesia
[*3]Student, FKIPK, IAKN Toraja, Indonesia

Corresponding Author Email: thedypalimbunga@gmail.com

A B S T R A C T S

Speaking is a skill that requires learners to have good self-efficacy. Self-efficacy can influence the behavior of learners. Learners with high self-efficacy will learn speaking easily, but learners with low self-efficacy will face the difficulties. In this case, there were ESP learners who were afraid of mispronouncing, avoiding assignments, lacking enthusiasm, and lack of confidence. This study aimed to find out the speaking learning strategies used by ESP learners in enhancing self-efficacy in English for Theology Classroom. This research was conducted at Institut Agama Kristen Negeri (IAKN) Toraja using a qualitative descriptive method. Data were collected through semi-structured interviews and observation. It involved twenty one students as research informants. The data obtained were then analyzed using a qualitative descriptive approach. The results showed that the speaking learning strategies used by ESP Learners in enhancing self-efficacy were cognitive strategy, affective strategy, memory strategy, social strategy, and metacognitive strategy. Of the five strategies that can be found, the most widely or dominantly used strategies are cognitive strategy and affective strategy.

INTRODUCTION

English for Theology is a compulsory subject at Institut Agama Kristen Negeri (IAKN) Toraja. English for Theology is classified as English for Specific Purposes (ESP). The main focus of ESP is related to the disciplines being studied by students (Febriyanti, 2017). In this case, the topics related to theology and Christianity. Students who learn this type of English are called ESP learners. According to Wardah (2016), nowadays, many books or scientific articles that examine religious issues have been written in English. Therefore, ESP learners need to master English in order to be able to study the latest religious issues and to be able to read and write scientific papers in English.

Pierson et al. (2010) stated that English for Theology is a type of ESP that focuses on teaching aspects of English related to theology including theological terms and complex grammatical structures used in theological writings. It is also used by theologians when they teach or write in the English context. So, the main objective of English for Theology is how to use English in Theology not to teach theological concept. It is applied to meet the needs of

ESP learners, for instance when they do assignments such as reading books, articles and theological journals in English. It can help students in understanding theological terms, English sermons, and reading the Holy Bible. Therefore, if ESP learners have good English skills, they can read much information about theology from various sources easily (Palimbunga', 2022).

In applying English for Theology, lecturers and ESP learners often face some problems in learning process. There was research conducted by Palimbunga et al. (2021). The research explored about ESP learners' speaking anxiety in learning English for Theology. The result showed that there were eleven factors causing speaking anxiety in English for Theology classroom namely: lack of vocabulary especially theological vocabulary, fear of negative evaluation, lack of confidence, lack of knowledge in English, fear of being tested orally, fear of making mistakes, having poor pronunciation, low achievement, failing to speak fluently, shyness and fear of being in public. The result showed that ESP learners who experienced speaking anxiety were afraid to speak English. This condition showed that ESP learners had low self-efficacy. This finding is also strengthened by observations that show symptoms of low self-efficacy in ESP learners. They feel afraid to speak English, fear of making mistakes in pronunciation, avoid assignments, lack of enthusiasm, and lack of confidence.

Self-efficacy is a personal assessment of his/her ability to organize and carry out tasks to obtain achievement. It is the main key to completing an activity or assignment. Students who have high self-efficacy will assume that difficulties in learning English are challenges. Therefore, their self-confidence will reduce anxiety in speaking. Conversely, if students have low self-efficacy then self-confidence or enthusiasm in learning English will also be low (Surya et al., 2018). Bandura (1997) stated that belief or the ability to manage and take action to achieve goals is called self-efficacy. Self-efficacy is closely related to self-concept, self-esteem, and locus of control. Efficacy plays a very important role in everyday life. A person will be able to use his potential optimally if self-efficacy supports it. In human life, success in solving a problem will increase self-efficacy. Otherwise, failure will reduce self-efficacy. In relation to learn English, students who have low self-efficacy will avoid assignments while students with high self-efficacy will be more enthusiastic, more persistent, and put more effort into the learning process. Self-efficacy has a positive effect on speaking learning outcomes. That is why the higher the self-efficacy possessed by a person, the higher the learning outcomes of speaking will also increase (Hardianti & Marpaung, 2021).

Self-efficacy in learning English becomes an important factor that can influence the behavior of those who learn it (Firdausih & Patria, 2021). The obstacles experienced by someone who is learning English can be overcome properly if the person's self-efficacy is good enough (Suryanovika, 2019). Seeing the phenomena discussed in this research, self-efficacy is an issue that should receive attention because the high and low self-efficacy of ESP learners can affect the quality of learning English. If low self-efficacy continues, the learning process of speaking in English for Theology classroom will be hampered.

Speaking is the most difficult skill to master (Megawati, 2016). In the current pandemic situation, the success of learning speaking is not enough if it is only determined by the lecturer's teaching strategy but also by the enthusiasm of the students to use the speaking learning strategy (Kusumaningsih et al., 2020). Learning speaking in English for theology classroom will run smoothly if applying appropriate learning strategies. It is hoped that the learning strategies used can increase ESP learners' self-efficacy which will certainly support the success of learning in the classroom. Increasing student self-efficacy is largely determined by the type of learning strategy used. Students must have self-efficacy and good learning strategies if they want to be successful in learning English (Weda et al., 2018).

According to Oxford (1990), there are two kinds of learning strategies, namely: direct strategy and indirect strategy. Direct language learning strategies are broken down into three

types, namely memory, cognitive, and compensation. Indirect language learning strategies are divided into three, namely metacognitive, affective, and social. Memory strategies are used by using previous knowledge and learning experiences. This learning strategy involves a lot of memory. The learning process uses memory and receives new information. Cognitive strategies are the mental strategies learners use to make sense of their learning. Compensation strategies help students to overcome knowledge gaps to continue the communication. This strategy is applied to understand language and produce new language in a variety of different meanings. Metacognitive strategies are all behaviors related to techniques or ways to deal with and manage teaching and learning materials. This strategy emphasizes the importance of concentrating, compiling, planning, and evaluating how to learn the language. These strategies are used to help students to regulate their learning. Affective strategies are concerned with the student's emotional requirements. This learning strategy includes emotions, attitudes, motivation, and values in learning. Social strategy is all behavior related to cooperation with colleagues in achieving goals. Social strategies lead to increased interaction with the target language.

In learning speaking, students need to learn how to organize ideas, compose sentences and convey spoken language with good pronunciation that can be understood. They also need to learn about how to interpret the meaning of language according to the context of the language (Sofyan et al., 2015). Sometimes, speaking is considered as difficult skill to master because lack of vocabulary, difficult to memorize, fear of making mistakes, having poor pronunciation, and fear of being laughed at by friends (Firdausih & Patria, 2019). In addition, Mistar et al. (2014) stated that speaking requires a variety of learning strategies when applying them. To achieve these goals, learning strategies which appropriate to the conditions of ESP learners are needed until learning objectives can be achieved.

There are several researches discuss about learning strategies in speaking and self-efficacy. Widhayanti (2018) researched the factors that cause students' speaking anxiety and their learning strategies to overcome speaking anxiety in students majoring in English in Surabaya. The results are class procedures, student beliefs, teacher beliefs, self-perception, social environment, errors in the social environment, topic understanding, and cultural differences. Another finding from this research is that the learning strategies applied by students are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. In line with this issue, Wael et al. (2018) also conducted a study to find out the learning strategies used in speaking. The results showed that the sequence of learning strategies most widely used by third semester students majoring in English were memory strategies, metacognitive strategies, social strategies, affective strategies, compensation strategies, and finally cognitive strategies. In addition, it was also found that the factors that influence the speaking learning strategy are psychological factors, the role of the lecturer, assignments, environment, and social factors.

Research on learning strategies and self-efficacy is not only conducted in Indonesia. In Iran, Ahmadian & Ghasemi (2017) examined the interrelationships between language learning strategies used, levels of self-efficacy, and multiple intelligences. The results showed that there was a significant correlation between self-efficacy and language learning strategies, self-efficacy, and multiple intelligences. They also found that cognitive strategies, metacognitive strategies, social strategies, and affective strategies were associated with multiple intelligences more than any other type of strategy. This issue was also an interesting issue to be researched by Chen (2020) in China. This research aimed to find the relationship between self-efficacy and English proficiency. The result showed that the level of self-efficacy influenced the choice of learning environment. Students with strong self-efficacy could flexibly use various methods in learning and have excellent self-management. Students with good English skills had high self-efficacy scores. It was also found that there was a

positive correlation between self-efficacy and English proficiency. In line with the several researches described above, this research also discussed speaking strategy and self-efficacy but it explored the context of English for Theology. This research was conducted to know the speaking learning strategies used by ESP learners in enhancing self-efficacy in English for Theology classroom.

RESEARCH METHOD
Research Design
This research used a descriptive qualitative research method. Descriptive qualitative research method is a method used to find knowledge of certain research subjects. It is intended to collect information and try to describe all the symptoms or conditions that exist (Mukhtar, 2013). The researchers chose this method to describe the symptoms and phenomena about the speaking learning strategies used by ESP learners in enhancing self-efficacy in English for theology classroom.

Subject
The research was conducted at Institut Agama Kristen Negeri (IAKN) Toraja. The research subjects were students of English for Theology. The number of informants involved was 21 students.

Instruments
The research instrument used was semi-structured interviews. The data obtained was processed and analyzed using a descriptive qualitative method. The stages of analysis are data collection, data reduction, data presentation, drawing conclusions, and data verification (Miles & Huberman, 1994).

Data Analysis
Data collected through interviews were then transcribed to make it easier for researchers to see patterns of problems. After that, the data was reduced by sorting the required data and then coding the informants, and grouping the data. The data is then presented by grouping it based on the speaking learning strategy used by ESP Learners in enhancing self-efficacy. The final step is to draw conclusions and verify the data.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
Based on data analysis, the speaking learning strategies used by ESP Learners in enhancing self-efficacy in English for theology classroom can be identified sequentially, namely cognitive strategy, affective strategy, memory strategy, social strategy, and metacognitive strategy. In this research, there were no ESP learners who used compensation strategy.
1. Cognitive Strategy
The most dominant strategy used by ESP learners in enhancing their self-efficacy was cognitive strategy. It was indicated by six speaking learning strategies that they used, namely pronunciation practice, watching English movies, speaking in front of a mirror, reading books, reading dictionaries, and translating.
a. Pronunciation Practice
   In cognitive strategies, pronunciation exercises were the most widely applied form of strategy by ESP learners. They practiced pronunciation directly with themselves. There were eight informants' statements that discussed this strategy. Informant 7 said that she often spoke alone and arranged her words in English. This practice could increase her

self-confidence. Informant 11 also said the same opinion. He said that he practiced saying words in English because if it was just a theory, he often doubted but if he practiced it, it would be easier and it made him more confident. This statement is supported by the opinion of another informant. Informant 14 said that pronunciation practice could make her tongue to be familiar with English so that she could say English words fluently. Another opinion is in line with the previous opinion, informant 15 said that she liked to practice a lot. She practiced saying words or sentences. Another expression can also be found in the statement from informant 17. She said that she must had a preparation before speaking in the classroom. She usually practiced by repeating the speaking materials. She thought that to enhance her self-efficacy, she must have good preparation and practice continuously.

Besides doing practice with themselves, ESP learners also practiced their pronunciation through several applications on the internet and social media. Informant 8 said that on her Instagram, she followed several accounts which often upload videos about English pronunciation. She practiced by repeating the pronunciation in the videos. Another expression can also be found in the statement from informant 10. She said that she often watched Youtube to see English videos. She argued that it could enhance her self-efficacy. This statement is supported by informant 11's statement. She said that she practiced pronunciation using an application and she always practiced what she learn on the application. The statement above is also in line with the opinion expressed by another informant 18. She said that she watched English videos on Youtube. Then, she learned to say it again. Usually, she watched and then repeated the pronunciation on the videos.

b. Watching English Movies

Practicing speaking while watching English movies was the second part of cognitive strategy. This strategy was described in the following informants' statements. Informant 2 said that she also watched English movies to add new vocabulary so that she would be confident in speaking because she had a lot of vocabulary. This statement was supported by informant 3's statement. He said that prefers to watch English movies to enhance his self-efficacy in speaking. While he watched the movies, he practiced directly, the English sentences or the English words. In relation to this statement, informant 10 that she also liked to watch Western movies that had Indonesian language subtitles. Thus, it could help her to understand the meaning and add her vocabularies. In addition to the statements above, there are still other related opinions given by informant 19. She said that she could increase her number of vocabularies by watching English movies. She felt more confident in speaking when she had many vocabularies. This opinion is corroborated by statements given by informant 20. She said that she usually watched Western movies and then she tried to repeat the sentence. This practice could enhance her self-efficacy when she is speaking.

c. Speaking in front of the mirror.

The third strategy that can enhance ESP learners' self-efficacy was by practicing speaking in front of a mirror. This strategy can be seen in the informants' statements. Informant 5 said that in improving his speaking, he practiced saying sentences in front of the mirror and then applying them in everyday life. The same opinion is given by informant 8. She said that she practiced speaking in front of the mirror to reduce her speaking anxiety. Another statement made by the informant 10. She said that she sometimes practiced speaking in front of a mirror to help her be confident. This statement is in line with the opinion of informant 11. She said that she talked to herself in the mirror. If she could speak English fluently, she would be confident. This argument is supported by the statement of informant 12. He said that before he spoke English in the

classroom, he did a practice. He practiced in front of a mirror. He did not feel anxious anymore.

d. Reading books

The next cognitive strategy that can enhance ESP Learners' self-efficacy was reading books. It can be seen from the informants' statements. Informant 5 said that he also tried to read English books. I dared to speak English if I know the vocabularies. A similar opinion was expressed by informant 6. She said that she liked to read bilingual books and Bible, in Indonesian and English. She could compare the meaning she felt more confident when speaking. Another statement made by informant 9. She said that she liked to read English articles in English and it caused her to be enthusiastic in learning speaking. In line with this opinion, informant 15 argued that she also like to read English books because there were new vocabularies. She felt more confident in speaking when she mastered many vocabularies.

e. Reading dictionaries

Reading dictionaries was the fourth strategy in enhancing ESP learners' self-efficacy. It can be identified by the informant's statements. Informant 2 said that speaking must be practiced. Therefore, she used a dictionary application. She put the words in the dictionary and then she heard the pronunciation. She argued that when she knew how to read the words, she had enthusiasm and confidence. There was also another opinion expressed by informant 7. She said that she practiced new vocabularies through a dictionary. She repeated the pronunciation continuously. Similar expressions can be found in another statement. Informant 10 said that she felt more confident if she knew a lot of English words. Thus, she did not know the meaning of the words, she would find the meaning in the dictionary.

f. Translating

The last part of this strategy was translating. Informant 14 said that she practiced by reading words or short sentences in English. Then, she learned to translate them. She felt more confident in speaking when she understood the meaning of words both in English and Indonesian. A similar opinion can be found in another statement. Informant 17 said that she liked to read English text and read word by word. Then, if there is something she did not understand, she would underline it and try to find the meaning. In line with the previous opinion, informant 20 said that she was enthusiastic to learn speaking if she composed words or stories using Indonesian first and then she translated them into English. After that, she practiced pronouncing them.

2. Affective Strategy

The second most speaking learning strategy that can be identified was affective strategy. There were four parts in this strategy namely listening to English songs, positive thinking, self-encouragement, and diverting fear.

a. Listening to English songs

Listening to English songs was used by the most of ESP Learners to enhance their self-efficacy. Informant 1 said that actually, she was not confident because there were still many mispronunciations. Therefore, she often listened to English songs and learn how to pronounce them. Thus, she could be confident because the songs help her in practicing pronunciation. The statement above is also in line with the opinion expressed by informant 2. She said that she likes practicing by listening to English songs. This statement is supported by another similar statement. Informant 4 argued that she always practiced speaking by listening to English songs in both inside and outside the classroom. A similar opinion can be found in another statement. Informant 5 said that he tried to listen to English songs and follow the pronunciation.

In line with this statement, informant 10 also gave her opinion. She said that she often listened to Western music. Thus, while she listened to it, she sang the song to practice pronunciation. She stated that listening English songs could make her to be more relaxed. It was easier for her to store them in her brain.

In addition to the statements above, there are some related opinions. Informant 13 said that listened to English songs and practiced pronunciation by singing the song could make her to be confident in English pronunciation. A similar opinion was also expressed by informant 14. She said that she like listening to Western songs and repeating them, especially if the words are difficult to pronounce. Another statement made by the informant 16. She said that if she listened to English songs, it would be easier to pronounce because it could be followed while singing. This statement is in line with the opinion of another informant. Informant 17 said that she often listened to music. According to her, music was very fun and it can be a helpful tool in learning English, especially speaking. There was also another opinion expressed by informant 19. She stated that she enjoyed listening to Western songs and singing along to the lyrics. It was fun way and could help her to enhance her self-efficacy.

b. Positive Thinking

Positive thinking was the second strategy that can enhance ESP learners' self-efficacy. This strategy can be seen in the statement of informant 1. She said that she had experience from high school. She was often asked to do Speaking in front of the class. Thus, if there was speaking assignment in class, she would more confident. Other expressions can also be found in the statement of informant 10. She said that she tried to think positively when she can. She felt she would be able to speak at that time. This statement is supported by another statement. Informant 11 said that she made concept and changed her mindset when she was in doubt. She thought that she had to change her mindset to be positive. Another statement that is similar is given by informant 13. She said that she tried to be confident and positive thinking when she was asked to speak in English.

Besides the statements above, there were other related opinions. Informant 15 said that she threw away the negative thoughts. She had to believe in herself. She thought that in learning English, wrong or right was not a matter if she really wanted to learn. The important thing here is there is a will and there is confidence. In relation to this statement, informant 16 stated that to enhance herself, she took a breath and believe that she could do speaking. She thought that if she wanted to step back again it was useless because she had committed to learn speaking. Other opinions also be found in the statement of informant 17. She thought that English is something fun, not something to worry about. Thus, if she wanted to give a presentation and there were some difficult words to say, she would try it over and over again until she understood how to read and pronounce them.

The statements above were also in line with the opinion expressed by informant 19. She said that she tried and tried again to be able to pronounce each vocabulary correctly.

c. Self-encouragement

The next strategy that can be identified was self-encouragement. This strategy can be seen in the statement given by informant 7. She said that if we do not believe in ourselves, we would not be able to speak English. This statement is supported by the opinion of informant 14. She stated that at the first she calmed herself down. Then, she tried to strengthen or motivate herself to do speaking. She thought that she had to motivate herself to be more confident.

d. Diverting fear

The final part of the affective strategy was diverting fear. A statement that described this strategy was given by informant 9. She said that she felt nervous when spoke in the

classroom. At the time, she would divert her view and focus. This statement is supported by the opinion of informant 13. She said that she tried to master her topic and not be nervous when she spoke in the classroom. She also tried to enhance her confidence by pushing herself to be dare.

3. Memory Strategy

The next speaking learning strategy to enhance ESP learners' self-efficacy was memory strategy. There were two strategies found in this part, namely remembering words or sentences and repeating and memorizing vocabulary.

a. Remembering words or sentences

Part of the memory strategy was remembering words or sentences. It can be seen from informant 7's statement. She said that she just relaxed and tried to memorize words or sentences. Then, she put them together in good English sentences. This way can enhance her self-efficacy. This statement was supported by the opinions of informant 20. She stated that at the first time, she was quiet and then she tried to remember the words one by one. After she remembered them, then she put together the sentence again. Another opinion that agrees with the previous opinion is given by informant 21. She said that she would be confident and enhance her self-efficacy to do speaking if she recalled the words that have been learned before.

b. Repeating and memorizing vocabulary.

Repeating and memorizing vocabulary were the second part of memory strategy. The informant's statement that describes this strategy is given by informant 1. She said that the method that she often used to be confident when speaking was reading the material repeatedly until she memorized it. Other expressions can also be found in the statement of informant 15. She stated that she would speak English easily by memorizing vocabulary. The statement above is also in line with the opinion expressed by another informant. Informant 17 said that she repeated the vocabulary. Another thing that she did to enhance her self-efficacy was to write down the name on the objects. Thus, she read, repeated dan memorized the objects easily.

4. Social Strategy

Furthermore, social strategy was also used by ESP learners to increase self-efficacy in learning speaking. There were two parts identified in this strategy, namely collaborating with friends and asking someone.

a. Collaborating with friends

Collaborating with friends was part of a social strategy. This can be seen from the informant's statement. Informant 8 said that to be more confident, she practiced it with her closest friends. A similar opinion was also expressed by informant 10. She said that she often spoke English with her sister even though they were simple sentences. Another statement made by the informant 11. She stated that she also practiced it in everyday life and at boarding houses and on campus. It could enhance her self-efficacy in learning speaking.

b. Asking someone

The final part of the social strategy was asking someone. This can be identified in the statement of informant 2. She said also asked the other people. If she already knew the answer then it affects her confidence. There was also another opinion expressed by informant 20. She stated that if there was a word or sentence that she did not know the meaning, she would ask someone who understand English better than her.

5. Metacognitive strategy

This strategy was the last strategy that is also used to enhance self-efficacy by ESP learners. The metacognitive strategy consisted of two parts, namely making the resume and asking for corrections.

a. Making the resume

Making the resume was a part of metacognitive strategy. This strategy can be seen from the informants' statements. Informant 10 said that she would be confident in speaking if she made the points of what she would discuss. She also made sentences that are easier to understand for herself and for other people too. Another similar statement was made by informant 12. He said that he prepared the points of the material to be conveyed, the outline and sequence of the material were clear so that it was easy for him to understand and made him to be confident in speaking.

b. Asking for corrections

The last part of the metacognitive strategy that can be identified was asking for correction. This strategy can be seen clearly in informant 10's statement. She said that she asked for helping from friends to give evaluation and correction on her speaking. If it has been corrected then she would be confident to speak English.

Discussion

1. Cognitive Strategy

Based on the description of the data, it can be seen that cognitive strategies were the strategies most widely applied by ESP Learners to enhance self-efficacy. There were fifteen of twenty one ESP learners applied this strategy. They were informant 2, informant 3, informant 5, informant 6, informant 7, informant 8, informant 9, informant 10, informant 11, informant 12, informant 14, informant 15, informant 17, informant 19, and informant 20. There were six part of cognitive strategy that they used namely pronunciation practice, watching English movies, speaking in front of a mirror, reading books, reading dictionaries and translating.

The findings in this study were supported by the results of Widhayanti's research (2018). The findings showed that the strategy used by students in learning speaking was practicing speaking in front of a mirror. Other research related to this strategy was conducted by Wael et al. (2018). They found that students gave a great attention to pronunciation practice in order to produce good speaking. This finding is corroborated by the results of research conducted by Abbas (2014). He explained that watching English videos, watching movies, watching English TV broadcasts, taking notes on difficult vocabulary, and using a dictionary are excellent strategies to use for learning speaking. The findings in the research described above are in line with the research conducted by Kusumaningsih et al. (2020). The results of the research showed that almost all students used strategies but one that was most dominantly used by students was cognitive strategy

2. Affective Strategy

Based on the explanations of the informants, it can be seen that the affective strategy was speaking learning strategy that was also widely applied by ESP learners to enhance their self-efficacy. There were fourteen of twenty one ESP learners applied this strategy. They were informant 1, informant 2, informant 4, informant 5, informant 7, informant 9, informant 10, informant 11, informant 13, informant 14, informant 15, informant 16, informant 17, and informant 19. Part of the affective strategy that they used namely listening to English songs, positive thinking, self-encouragement, and diverting fear.

The findings in this study were supported by the results research of Widhayanti (2018). The findings showed that the affective strategy used in teaching speaking was students relaxing in various ways, namely taking deep breaths, listening to music, meditating,

taking walks, staying calm, and discussing feelings with friends. The findings are supported by research conducted by Wael et al. (2018). They found that the speaking learning strategy used was that students motivated themselves to dare to speak in front of their classmates, had to be confident, prepared lots of vocabulary, and prepared themselves so they were not afraid of making mistakes. The results of this study are corroborated by the findings of Kusumaningsih et al. (2020). They stated that almost all strategies were used by students to develop speaking skills but the most dominant strategy used by students was affective strategy.

3. Memory Strategy

Based on the description of the data, it can be seen that remembering words or sentences and repeating and memorizing vocabulary were parts of memory strategy. There were only six of twenty one ESP learners who applied this strategy. They were informant 1, informant 7, informant 15, informant 17, informant 20, and informant 21.

In line with these findings, research conducted by Widhayanti (2018) showed that students tried to relax while recalling learning material or topics, trying to remember material because they did not take notes when speaking, repeating reading material, and trying to remember the essence of the lesson. This strategy is categorized as a memory strategy. In connection with this issue, Wael et al. (2018) also did research. They found that part of the memory strategy was watching movies using English, and watching video tutorials about speaking on YouTube. In addition, they also added that students use auditory and visual abilities to remember vocabulary and make it easier for them to learn speaking and remember vocabulary. The findings in this study are supported by Abbas (2014) research results. He stated that memorizing vocabulary and using media images were included in the memory strategy.

4. Social Strategy

Based on the explanations of the informants, it can be understood that collaborating with friends and asking someone was part of a social strategy that can also enhance self-efficacy. There were only four of twenty one ESP learners who applied this strategy. They were informant 2, informant 10, informant 11, and informant 20.

Social strategy is a strategy used in English through interaction, both within the school environment and outside the school environment (Anggini & Mulyadi, 2020). The findings in this study are in line with the results of research conducted by Widhayanti (2018). She found that collaborating with friends in groups, asking friends to provide input or comments, and practicing with friends were social strategies used in learning speaking. In relation to this research, Wael et al. (2018) also found that practicing speaking with friends, discussing learning material from the previous meeting, and asking lecturers or friends who understand if they encounter problems in speaking are part of a social strategy. In relation to this issue, Abbas (2014) found that talking and discussing with friends is included in social strategy.

5. Metacognitive Strategy

Metacognitive strategy was the last strategy applied by ESP learners but there were only two of twenty one ESP learners applied this strategy. They were informant 10 and informant 12. This strategy consists of two parts, namely making the resume and asking for corrections.

In line with the findings in this study, Widhayanti (2018) also found that making notes containing the resume of the topics, making notes containing the speaking material, making notes before speaking, and making preparations for several days before carrying out the speaking task were part of the metacognitive strategy. This finding is supported by the research of Wael et al. (2019). They found that in speaking, the strategies used were students

preparing themselves to learn speaking, preparing a dictionary to help translate if they encountered difficult vocabulary, and preparing vocabulary for speaking.

CONCLUSION

Based on the results of the analysis, it can be concluded that there were five learning speaking strategies used by ESP learners in enhancing self-efficacy in English for theology classroom. They were cognitive strategy, affective strategy, memory strategy, social strategy, and metacognitive strategy. The most used or dominant strategies were cognitive strategy and affective strategy.

There were six parts of cognitive strategy. They were pronunciation practice, watching English movies, speaking in front of the mirror, reading books, reading dictionaries, and translating. Affective strategy consisted of four parts namely listening to English songs, positive thinking, self-encouragement, and diverting fear. There were two parts of memory strategy namely remembering words or sentences, and repeating and memorizing vocabulary. Social strategy consisted of collaborating with friends and asking someone. The last strategy was metacognitive strategy. It consisted of two parts namely making the resume, and asking for corrections. In addition, there were no ESP learners who applied compensation strategy in learning speaking.

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