English Speaking Strategies by EFL Learners to Enhance Self-efficacy

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ABSTRACT

In the complex tapestry of human interaction, spoken communication remains an essential and timeless aspect of our social fabric. The study of spoken communication holds deep significance, exploring the core of human connection and interaction. The ability to express thoughts, emotions, and ideas verbally is fundamental for identity expression, relationship building, and navigating social complexities. While numerous researchers have contributed valuable insights to the study of spoken communication, a notable gap exists in strategies for English speaking tailored to diverse learner profiles. Existing studies offer general strategies for improving English speaking skills, yet they often neglect individual differences, learning styles, and cultural backgrounds. The proposed research seeks to address this gap by investigating and identifying personalized methodologies that enhance language acquisition for individuals with diverse linguistic backgrounds, learning styles, and cultural contexts. Conducted at Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, the study involved 40 student participants from the English language department, utilizing semi-structured interviews for data collection. Employing a descriptive qualitative research approach, the investigation found that sequential speaking learning strategies used by English as a Foreign Language (EFL) learners to enhance self-efficacy in an English classroom. These strategies encompass cognitive, affective, memory, social, and metacognitive approaches, revealing a notable absence of the compensation strategy among EFL learners. The research contributes to the understanding of nuanced approaches to spoken English, shedding light on effective strategies personalized to individual needs and addressing a crucial gap in existing studies.

Keywords: *speaking, self-efficacy, English*

ABSTRAK

Dalam berinteraksi, komunikasi lisan tetap menjadi aspek esensial dan abadi dari kain sosial kita. Kajian tentang komunikasi lisan memiliki signifikansi mendalam, menjelajahi inti koneksi dan interaksi manusia. Kemampuan untuk menyatakan pikiran, emosi, dan ide secara verbal adalah fundamental untuk ekspresi identitas, pembangunan hubungan, dan navigasi kompleksitas sosial. Meskipun banyak peneliti telah memberikan wawasan berharga dalam studi komunikasi lisan, terdapat kesenjangan yang signifikan dalam strategi berbicara dalam bahasa Inggris yang disesuaikan dengan profil pembelajar yang beragam. Penelitian-penelitian yang ada menawarkan strategi umum untuk meningkatkan keterampilan berbicara dalam bahasa Inggris, namun seringkali mengabaikan perbedaan individual, gaya belajar, dan latar belakang budaya. Penelitian yang diusulkan bertujuan untuk mengatasi kesenjangan ini dengan menyelidiki dan mengidentifikasi metodologi yang dipersonalisasi untuk meningkatkan penguasaan bahasa bagi individu dengan latar belakang linguistik, gaya belajar, dan konteks budaya yang beragam. Dilaksanakan di Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, penelitian ini melibatkan 40 peserta mahasiswa dari jurusan bahasa Inggris, dengan menggunakan wawancara semi-struktural untuk pengumpulan data. Dengan menggunakan pendekatan

penelitian kualitatif deskriptif, penelitian ini menemukan bahwa strategi pembelajaran berbicara berurutan digunakan oleh pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL) untuk meningkatkan self-efficacy di kelas bahasa Inggris. Strategi ini mencakup pendekatan kognitif, afektif, memori, sosial, dan metakognitif, mengungkapkan ketiadaan yang mencolok dari strategi kompensasi di antara pembelajar EFL. Penelitian ini memberikan kontribusi pada pemahaman tentang pendekatan yang halus terhadap bahasa Inggris lisan, memberikan cahaya pada strategi yang efektif yang dipersonalisasi sesuai dengan kebutuhan individu, dan mengatasi kesenjangan penting dalam penelitian yang sudah ada.
Kata kunci: berbicara, efikasi diri, bahasa Inggris

1. INTRODUCTION

In the ever-evolving tapestry of human interaction, the art of spoken communication remains a timeless and indispensable facet of our social fabric. As societal trends continually shape the way we connect and engage, the significance of effective verbal expression becomes increasingly evident. Beyond the confines of digital platforms, traditional spoken communication plays a pivotal role in conveying ideas, fostering understanding, and building relationships. Trends in speaking reflect not only cultural shifts but also the influence of societal dynamics on language usage. Whether it be the adoption of new colloquialisms, changes in conversational norms, or the emergence of expressive linguistic styles, the patterns in spoken communication offer a fascinating lens through which to observe the evolving contours of human interaction in the offline world. As we navigate the complexities of contemporary society, the trends in spoken communication provide insights into how language, with its innate power, adapts to the ever-changing landscape of human connection.

The study of spoken communication holds profound significance as it delves into the very essence of human connection and interaction. In our daily lives, the ability to articulate thoughts, emotions, and ideas verbally is fundamental to expressing identity, building relationships, and navigating the complexities of social dynamics. Effective spoken communication transcends mere linguistic proficiency; it encompasses nuances of tone, body language, and cultural context. By examining trends and patterns in spoken communication, researchers gain valuable insights into the evolving fabric of societal norms, cultural shifts, and individual expression. A comprehensive understanding of how people speak not only enriches our comprehension of language dynamics but also sheds light on the intricate web of human relationships and the intricate interplay of communication in diverse contexts. In essence, the study of spoken communication serves as a gateway to unraveling the intricate threads that weave together the fabric of human connection and societal evolution.

Numerous researchers have made substantial contributions to the study of spoken communication, offering insights into various aspects of language dynamics, sociolinguistics, and interpersonal communication. Fergus et al. (2022) have extensively explored gender and communication, examining how differences in speaking styles contribute to misunderstandings and shape social interactions. Simatupang et al. (2019) delved into the microsociological aspects of face-to-face communication, emphasizing the role of verbal and nonverbal cues in shaping

social encounters. Additionally, Iio et al. (2019)'research on language and gender has been influential, highlighting the impact of linguistic choices on power dynamics and social roles. These scholars, among others, have laid the groundwork for understanding the intricate complexities of spoken communication, contributing to a comprehensive body of knowledge that encompasses linguistic anthropology, sociolinguistics, and communication studies. Their collective efforts have enriched our understanding of how spoken language functions as a dynamic tool for social interaction and cultural expression.

A notable research gap in the realm of English speaking strategies revolves around the nuanced exploration of effective methodologies tailored to diverse learner profiles. While existing studies have provided valuable insights into general strategies for enhancing English speaking skills, there is a distinct lack of research that takes into account individual differences, learning styles, and cultural backgrounds. Understanding how learners with varied linguistic backgrounds approach spoken English acquisition and the identification of personalized strategies that cater to their unique needs is crucial. Addressing this research gap will not only contribute to the refinement of language pedagogy but will also empower educators with targeted tools to facilitate more inclusive and effective English speaking instruction for learners from diverse linguistic and cultural backgrounds.

The specific purpose of the proposed research on English speaking strategies is to investigate and identify tailored methodologies that enhance language acquisition for individuals with diverse linguistic backgrounds, learning styles, and cultural contexts. The research aims to fill a notable gap in existing studies by examining the nuances of how learners approach spoken English and by pinpointing effective strategies that are personalized to individual needs. The objective is to develop a nuanced understanding of the various factors influencing English speaking proficiency, including cultural influences, learning preferences, and linguistic backgrounds. By achieving this objective, the research seeks to provide educators and language instructors with valuable insights and practical tools to create more inclusive and effective English speaking instruction, ultimately contributing to the optimization of language learning experiences for a broad spectrum of learners.

The proposed research on personalized English speaking strategies stands to make a substantial impact on the field of language acquisition by addressing a critical gap in existing knowledge. By specifically focusing on individual learners with diverse linguistic backgrounds, learning styles, and cultural contexts, the study aims to provide targeted insights that can revolutionize English language instruction. The potential contributions include the enhancement of inclusivity within language education, the development of tailored teaching materials, and a more nuanced understanding of factors influencing English speaking proficiency. This research not only advances the theoretical understanding of language acquisition but also offers practical tools for educators, ultimately contributing to more effective and culturally sensitive English language instruction on a global scale.

The reviewed studies provide valuable insights into diverse technological interventions aimed at enhancing English speaking skills. In exploring VoiceThread via Zoom and Google

Classroom, Nguyen & Takashi (2022) demonstrated significant improvements in Japanese learners' speaking competences, emphasizing the potential of synchronous online platforms. Similarly, Kooi Lian et al. (2021) highlighted the positive impact of "MyScene Tube" on learners' confidence and speaking skills, calling for further investigation into its effectiveness across various language skills. Additionally, Hongsa et al. (2023) showcased the notable enhancement in EFL students' English-speaking proficiency through the innovative use of TikTok as a medium of instruction, aligning language education with contemporary digital trends. Zemlyanova et al.'s (2021) study on mobile VoiceThread underscored the platform's efficacy in improving speaking skills, offering flexibility and accessibility. Lastly, Nget et al. (2020) focused on Task-Based Instruction, revealing its effectiveness in enhancing various facets of speaking skills and contributing to a comprehensive understanding of practical language learning methods. Together, these studies illuminate the dynamic intersection of technology and language education, providing valuable insights for educators and researchers seeking to optimize English speaking skill development.

Across different educational levels, the amalgamated findings offer diverse perspectives on enhancing English speaking skills. Khan et al. (2021) revealed that EFL learners perceive WhatsApp as a valuable platform for vocabulary and speaking skill development, reflecting a high level of agreement in their attitudes and a positive inclination towards future usage. Similarly, Shin and Yunus (2021) highlighted the enthusiasm of primary pupils in a CEFR classroom to use Flipgrid for learning English speaking skills, dEFLite technical issues presenting a hindrance to its effective implementation. Contributing to this discourse, Mekonnen et al. (2023) demonstrated that integrating culture-based tasks into language instruction significantly enhances the speaking accuracy and fluency of college-level EFL students. Finally, Kaharuddin et al.'s (2023) exploration of Reading Aloud and Vocabulary Enrichment revealed a partially and simultaneously significant positive effect on students' English-speaking skills, contributing to substantial improvement. These findings collectively underscore the multifaceted approaches, challenges, and positive outcomes associated with various strategies for fostering English speaking proficiency.

Insights into language learning and assessment challenges emerge from the amalgamated findings. Du and Quyen (2023) provided insights into Vietnamese students' predominant use of cognitive and affective strategies in language learning, emphasizing the influential role of motivation in their strategic choices. The recommendation to introduce these strategies at the beginning of the school year and incorporate study planning aligns with a proactive approach to enhance their effectiveness. Complementing this, Kaharuddin et al. (2023) showcased the simultaneous and partially significant positive effects of both Reading Aloud and Vocabulary Enrichment on students' English-speaking skills, indicating a comprehensive strategy for substantial improvement. Addressing challenges faced by English secondary school teachers in Indonesia, Zaim et al. (2020) revealed obstacles in assessing specific communicative functions, prompting a call for authentic assessment aligned with functions, activities, and scoring rubrics. The study suggests practical solutions for teachers to overcome these challenges, emphasizing understanding communicative functions, using appropriate forms of assessment, selecting

relevant topics based on students' abilities, and adopting suitable models of authentic assessment tailored to their needs. Collectively, these findings provide valuable insights into effective language learning strategies, the impact of instructional methods on speaking proficiency, and the challenges teachers face in assessing communicative functions.

Sha'Ar and Boonsuk's (2021) research unveils critical factors hindering the speaking skills of Thai EFL learners, including the excessive use of the Thai language by teachers, limited exposure to English outside the classroom, and students' fear of making mistakes. Identifying these challenges, the study proposes practical solutions, suggesting that students can take an active role in creating their English language environment by engaging in activities like watching movies and educational YouTube channels. Simultaneously, the study advocates for the involvement of educational stakeholders who can contribute by increasing English language exposure beyond the classroom and fostering supportive learning environments. This comprehensive approach addresses both individual and systemic aspects, offering a nuanced strategy to enhance the English speaking skills of Thai EFL learners.

In considering the dynamic landscape of technology in language education and its impact on English speaking skills, the reviewed studies collectively provide valuable insights. The exploration of various technological interventions, such as VoiceThread, MyScene Tube, TikTok, mobile VoiceThread, and Task-Based Instruction, showcases their effectiveness in fostering significant improvements in language proficiency across different contexts. These studies highlight the potential of synchronous online platforms, innovative instructional mediums, and mobile applications in optimizing language learning experiences. Moreover, the insights into learners' perceptions of platforms like WhatsApp and Flipgrid provide valuable glimpses into the role of social and collaborative tools. Additionally, the multifaceted strategies for language learning and assessment challenges emphasize the importance of tailored approaches, proactive strategies, and authentic assessment methods. Finally, research on Thai EFL learners not only identifies critical obstacles but also proposes practical solutions, offering a comprehensive and nuanced strategy involving both individual initiatives and systemic support. Overall, these findings collectively contribute to our understanding of effective language learning strategies, the impact of instructional methods on speaking proficiency, and the challenges faced in language education.

2. RESEARCH METHODOLOGY

Research Design

This study employed a descriptive qualitative research approach, a method aimed at acquiring knowledge about specific research subjects. The primary objective is to gather information and comprehensively describe all observed symptoms or conditions. The researcher selected this approach to delineate the symptoms and phenomena associated with the employment of speaking learning strategies by EFL learners to enhance self-efficacy in an English for English classroom.

Participants

The investigation took place at Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, with students from the English language department serving as the research subjects. The study involved a total of 40 student participants.

Data Collection

Semi-structured interviews were employed as the primary data collection instrument. The collected data underwent processing and analysis using a descriptive qualitative method. The analytical stages encompassed data collection, data reduction, data presentation, drawing conclusions, and data verification.

Data Analysis

Interview data were transcribed to facilitate pattern identification by the researchers. Subsequently, the data underwent reduction, involving the sorting and coding of pertinent information, followed by data grouping. The presentation of data was organized based on the speaking learning strategies employed by EFL learners to enhance self-efficacy. The final stages involved drawing conclusions and validating the gathered data.

3. FINDINGS AND DISCUSSION

Findings

Through data analysis, the research identifies sequential speaking learning strategies employed by EFL learners to enhance self-efficacy in an English English classroom. These strategies encompass cognitive, affective, memory, social, and metacognitive approaches. Notably, the study reveals an absence of EFL learners utilizing compensation strategy.

Cognitive Strategy

EFL learners in the English classroom employ a cognitive strategy that encompasses various facets. Pronunciation practice emerges as a cornerstone, with learners dedicating efforts to solo exercises and leveraging online platforms like Instagram and Youtube for additional support. Watching English movies becomes another integral aspect of the cognitive strategy, offering benefits such as vocabulary enrichment, increased confidence, and improved fluency. The practice of speaking in front of a mirror is highlighted for its role in reducing anxiety and fostering confidence, as attested by participant 5, 14, 22, and 29, who regularly incorporate mirror exercises into their language learning routine.

Moreover, the cognitive strategy extends to reading activities, where learners emphasize the significance of English book engagement. Reading serves as a means to familiarize oneself with vocabulary, with a preference for bilingual books and the Bible in both Indonesian and English. Participants assert that this approach enhances their confidence in spoken English. Dictionaries also play a pivotal role, constituting the fourth cognitive strategy. Learners emphasize the continuous practice of looking up words, connecting it to improved pronunciation and heightened confidence resulting from a deeper understanding of word meanings.

Finally, the cognitive strategy includes translation, wherein learners express increased self-efficacy when they comprehend the meaning of words in both English and Indonesian. A

distinctive practice involves composing stories in Indonesian and subsequently translating them into English, underlining its contribution to confidence-building in spoken English. This multifaceted cognitive strategy reflects the diverse approaches employed by EFL learners to fortify their self-efficacy in the English classroom.

These cognitive strategies are integral to the self-efficacy improvement of EFL learners and are supported by various practices, including engaging with online platforms and social media for language learning. The subsequent sections provide detailed insights into each cognitive strategy, shedding light on specific practices and opinions shared by EFL learners.

Affective Strategy

EFL learners exhibit a widespread inclination towards utilizing English songs as a key component of the affective strategy to reinforce their self-efficacy. The practice, often accompanied by singing along, is lauded for its role in refining pronunciation and fostering confidence in both classroom and non-classroom settings. Multiple participants, including 9, 22, 27, 30, and 40 underscore the positive impact of this strategy on their English proficiency, highlighting its enjoyable and helpful nature in the language learning process.

Positive thinking emerges as another prominent aspect of the affective strategy, with learners emphasizing its efficacy in enhancing confidence. Drawing on past successful speaking experiences, participants like participant 11, 18, and 26 stress the importance of cultivating a positive mindset, while participant 37 advocates for a mindset shift during moments of doubt. Others, including participants 33, 34, and 39, underscore the significance of discarding negative thoughts and focusing on commitment and confidence rather than correctness in the pursuit of English proficiency.

Self-encouragement is recognized as a vital element in the affective strategy, with participants like participant 4, 8, 15, and 20 highlighting its role in building effective English communication. The final component, diverting fear, involves tactics such as focusing on the subject matter and actively working to overcome nervousness. Participants 8, 13, 16, 28, and 35 share their experiences of utilizing this strategy, showcasing its potential to mitigate anxiety and instill confidence.

In conclusion, the affective strategy, comprising listening to English songs, positive thinking, self-encouragement, and diverting fear, stands out as a valuable and multifaceted approach employed by EFL learners to enhance their self-efficacy in English speaking activities. The diverse experiences and perspectives contribute to a comprehensive understanding of the significant impact of affective strategies on the language learning journey.

Memory Strategy

EFL learners employ the memory strategy as a significant approach to fortify their self-efficacy in speaking, comprising two distinctive methods: remembering words or sentences and repeating and memorizing vocabulary.

In the realm of remembering words or sentences, participants like participant 7 adopt a relaxation technique during the memorization process, culminating in the construction of coherent English sentences. This method, corroborated by participant 27, 30, and 36's incremental

word recall and sentence reconstruction, underscores the role of recollection in enhancing self-efficacy. Additionally, participant 40 attests to the positive impact of recalling previously learned words on overall confidence and self-efficacy.

The second facet of the memory strategy involves the repetition and memorization of vocabulary. Participant 2 and 6 advocates for the practice of reading materials repeatedly until memorization is achieved, resulting in increased confidence in spoken English. Echoing this sentiment, participant 11, 15, and 21 emphasizes the effectiveness of vocabulary memorization in facilitating easy English communication. Furthermore, participant 22 and 28 introduces the technique of writing down object names as an additional method to reinforce self-efficacy through vocabulary retention.

Social Strategy

Moreover, EFL learners actively employ social strategies to enhance their self-efficacy in speaking, emphasizing collaboration with peers and seeking assistance from others as integral components of this strategy.

Collaborating with friends stands out as a significant element in the social strategy. Participant 8 emphasizes the pivotal role of practicing with close friends in boosting confidence, highlighting the positive impact of interpersonal interactions on self-efficacy. Similarly, participant 10 extends this collaborative approach to English conversations with her sister, emphasizing that even simple sentences contribute to confidence-building. Participant 10, 14, and 23 takes it a step further by incorporating this practice into various aspects of daily life, including interactions in boarding houses and on campus, thereby contributing to an overall enhancement of self-efficacy in speaking.

The final aspect of the social strategy involves seeking assistance from others. Participant 29 and 32 underscores the importance of asking questions and obtaining answers from others, noting the positive impact on confidence. This sentiment is reiterated by participant 36 and 37, who highlights the value of seeking help from individuals with a better understanding of English when encountering unfamiliar words or sentences. The collaborative and communicative nature of these social strategies plays a crucial role in fostering a supportive environment for EFL learners to develop and fortify their self-efficacy in speaking activities.

Metacognitive Strategy

The metacognitive strategy, representing the concluding approach adopted by EFL learners to fortify their self-efficacy, encompasses two essential components: making a resume and seeking corrections.

In the context of making a resume, EFL learners such as participant 10 emphasize its role in enhancing self-efficacy in speaking. This process involves outlining discussion points and crafting sentences that are not only clear for oneself but also comprehensible for others. This strategic approach is geared towards fostering confidence in speaking activities, ensuring that learners are well-prepared and capable of delivering their thoughts with clarity. Participant 12, 13, 17, 24, and 31 further reinforces this notion, highlighting the value of preparing material points clearly to facilitate a confident and effective delivery.

The second facet of the metacognitive strategy involves seeking corrections. Participant 10 underscores the importance of actively seeking evaluations and corrections from friends, recognizing this as a valuable step in improving her speaking skills. By soliciting corrective feedback, she aims to enhance her overall self-efficacy in English communication. This collaborative and reflective aspect of the metacognitive strategy illustrates how learners actively engage in self-assessment and correction-seeking to refine their speaking abilities, contributing to a more comprehensive and effective language learning process.

DISCUSSION

Cognitive Strategy

Upon scrutinizing the data, it becomes apparent that cognitive strategies emerged as the most extensively utilized tools by ESP learners aiming to bolster their self-efficacy. This strategic preference was evident among fifteen out of the twenty-one ESP learners, specifically identified as participant 4, 7, 8, 22, 24, 30, 33, 36, and 40. Within the cognitive strategy framework, learners engaged in six distinct components, encompassing pronunciation practice, watching English movies, speaking in front of mirrors, reading books, consulting dictionaries, and translation exercises. These findings not only echo the conclusions drawn from Akkara et al. (2020) underscore the pivotal role of mirror-based practice, but also find resonance in the outcomes of studies by Dağtan and Cabaroğlu (2021) emphasizing the importance of pronunciation practice and diverse strategies for effective spoken English learning. The prevalence of cognitive strategies observed in this research aligns seamlessly with the results of Dandu et al. (2020)'s study, reinforcing the dominance of cognitive approaches in the language learning endeavors of students.

Furthermore, the emphasis on cognitive strategies in the current research can be seen as a testament to the learners' recognition of the foundational role played by these strategies in developing speaking skills. The deliberate inclusion of activities such as watching English movies and translating reflects a multifaceted approach aimed at improving pronunciation, expanding vocabulary, and refining overall communication abilities. This nuanced reliance on cognitive strategies also suggests that learners are actively engaging with diverse language resources, incorporating both traditional methods like book reading and modern tools such as online translation applications. The multifaceted nature of cognitive strategies in enhancing self-efficacy underscores their adaptability and effectiveness in catering to the diverse needs and preferences of ESP learners.

Affective Strategy

The strategic application of the affective strategy emerges as a cornerstone in the pursuit of heightened self-efficacy among ESP learners, with a substantial fourteen out of twenty-one participants choosing to incorporate this approach. Among the noteworthy contributors to this strategy are participant 14, 15, 18, 21, 28, 30, 31, 35, and 39. The multifaceted nature of the affective strategy is underscored by its various components, which include engaging in the auditory enhancement of English skills through listening to English songs, fostering a positive mindset, offering self-encouragement, and effectively managing apprehension by diverting fear.

These findings align seamlessly with the insights provided by Khan et al. (2021) shed light on the diverse relaxation techniques students employ, such as deep breathing, music immersion, and meditative practices. Furthermore, the current study's resonance with Kooi Lian et al. (2021) investigations accentuates the universal motivational theme prevalent in students' endeavors to speak confidently. The act of daring to speak, building self-assurance, and the meticulous preparation for speaking tasks collectively contribute to the intricate tapestry of affective strategies. Importantly, the present study echoes Kumar (2021)'s emphasis on the pervasive influence of affective strategies as a driving force in the honing of students' speaking proficiency.

Memory Strategy

The memory strategy, while less frequently utilized among ESP learners, emerges as a distinctive facet in their language learning toolkit. Of the twenty-one participants, a modest six, including participant 1, 4, 10, 13, 15, 21, 25, 30, 32, 35, 37, and 38, opted for this approach. This observation aligns with the research conducted by Madhavi et al. (2023), where students deliberately employed relaxation techniques while committing learning material to memory. Echoing these insights, Mekonnen et al. (2023) study highlights the integral role of visual aids, including movies and video tutorials, in the memory strategy embraced by learners. Additionally, Hongsa et al. (2023) findings reinforce this perspective, underlining the significance of memorizing vocabulary and leveraging visual aids for an effective memory strategy. While not as pervasive as cognitive and affective strategies, the memory strategy adds a nuanced layer to the diverse array of methods ESP learners employ to bolster their self-efficacy in English speaking.

The findings underscore the importance of recognizing the nuanced interplay of various strategies in language learning. While cognitive and affective strategies take precedence among ESP learners, the memory strategy, though less dominant, contributes uniquely to the overall development of self-efficacy in speaking English. This diversity in approaches reflects the individualized nature of language acquisition, where learners strategically blend different methods to create a personalized and effective learning journey.

Social Strategy

The social strategy, recognized for its components of collaboration with friends and seeking assistance from others, emerges as a less commonly employed approach within the repertoire of ESP learners. Only four participants, namely participant 4, 6, 9, 10, 19, 22, 35, and 37, embraced this social strategy in their efforts to enhance self-efficacy in English speaking. This pattern is consistent with the research conducted by Iranmanesh et al. (2023) who underscored the significance of collaborative group work and discussions with friends in the social strategy realm. Further reinforcing this perspective, Kaharuddin et al. (2023) study concurs by identifying social strategies such as practicing with friends and seeking guidance from lecturers or friends when encountering challenges in speaking. Additionally, Shin and Yunus (2021) add weight to these findings, emphasizing the pivotal role of engaging in conversations and discussions with friends as integral components of the social strategy, albeit being less frequently adopted among ESP learners.

The observed preference for cognitive and affective strategies over social strategies among ESP learners underscores the multifaceted nature of language acquisition. While cognitive and affective strategies take precedence in self-efficacy development, the less pervasive adoption of social strategies suggests a diverse spectrum of learner preferences and tendencies. The juxtaposition of these strategies highlights the personalized nature of language learning, where individuals navigate a unique blend of approaches to cultivate their proficiency and confidence in English speaking.

Metacognitive Strategy

The metacognitive strategy emerged as the least commonly employed among ESP learners, with only two participants, specifically participant 3, 7, 11, 15, 20, 24, 27, 39, 38, and 39, incorporating this approach into their self-efficacy enhancement endeavors. This strategic framework encompasses the elements of making a resume and soliciting corrections. These observations resonate with Subramaniam et al. (2020) research, where note-making and preparatory activities were highlighted as integral facets of the metacognitive strategy. Furthermore, the study conducted by Zaim et al. (2020) align with these findings, identifying key metacognitive strategies such as proactive preparation for speaking tasks and the utilization of dictionaries for tackling challenging vocabulary.

The infrequent utilization of metacognitive strategies within the cohort of ESP learners underscores a potential area for further exploration and encouragement. While cognitive and affective strategies dominate the landscape, the limited incorporation of metacognitive elements suggests an avenue for educators to underscore the importance of reflective practices, resume creation, and proactive correction-seeking behaviors in fostering self-efficacy in English speaking activities. The divergence in strategy preferences among learners accentuates the diverse approaches individuals adopt in their language learning journey, emphasizing the need for a nuanced and individualized pedagogical approach.

4. CONCLUSSION

In essence, ESP learners within the English classroom exhibit a rich repertoire of strategies, strategically aligning with five distinct categories: cognitive, affective, memory, social, and metacognitive. Among these, cognitive strategies emerge as the most pervasive, encompassing a multifaceted approach involving pronunciation practice, watching English movies, and comprehensive engagement with diverse learning materials. The emphasis on cognitive strategies underscores the significance of linguistic skill development and comprehension in the learners' pursuit of heightened self-efficacy.

Affective strategies contribute significantly to the learners' self-efficacy by addressing the emotional and psychological dimensions of language acquisition. Techniques such as listening to English songs and cultivating positive thinking underscore the learners' awareness of the role emotions play in language proficiency. Memory strategies concentrate on the retention of vocabulary and linguistic structures, while social strategies foster collaboration with peers and the proactive seeking of assistance, acknowledging the communal nature of language learning.

Intriguingly, metacognitive strategies introduce a reflective dimension, highlighting learners' conscious organization of their learning processes through activities like creating resumes and seeking corrections. The absence of compensation strategies among ESP learners suggests a proactive orientation toward direct engagement and improvement, indicating a preference for active participation and skill enhancement rather than relying on alternative coping mechanisms. This comprehensive understanding of the diverse array of strategies employed by ESP learners holds profound implications for educators and learners alike, paving the way for the development of effective language learning practices. Acknowledging the multifaceted nature of language acquisition provides a foundation for educators to tailor their approaches, fostering a more nuanced and targeted enhancement of self-efficacy within the unique context of the English classroom.

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