A Case Study Toward the Direct Language Learning Strategies of EFL Students

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This case study aimed at investigating direct language learning strategies, their implementation, and the reasons beyond the uses of those strategies. Six third semester EFL students at a university in Kudus were purposively involved as the subjects. Questionnaires, interviews, and observations were deployed as the techniques of data collection. The data were analyzed using an interactive model. Triangulation was undertaken to reach the data's credibility. The findings showed that 1) most of the students used memory, cognitive, and compensation strategies with the exception of one student using no cognitive strategy. 2) They implemented the memory strategy by using understandable new English words from novels, YouTube videos, and English songs into spoken utterances to drill their memories, and engaging friends into continuous practices as the implementation of cognitive strategy. The implementation of the compensation strategy was done by striving to retrieve similar English words from their memories and replacing the forgotten English words with Indonesian words to maintain their speaking fluency. 3) Their reasons for the memory strategy were to help the student make it easier to memorize English words, practicing English speaking using interesting media improved their self-confidence and fluent communicative abilities, and by adjusting alongside approximating messages and switching to mother tongue supported their English fluency.

INTRODUCTION

Speaking is considered to be an important skill to be mastered by people. By having a good speaking skill, ones will be able to maintain their social life (Altweissi & Maaytah, 2022; Naw, 2022). Especially, for the students of English Education Department. There is an English Education Department (EED) in one of university in Kudus. The students of EED are expected to be able to speak properly for the students had already taken speaking skills class started from the third semesters. Commonly, the students will find it more challenging to learn speaking as they are graduated from secondary school and continuing their study to a university. They realize that they have to use English more often than it was in secondary school. According to Thornbury (2005), speaking is considered so much as part of daily life that is taken for granted. It means that people tend to use oral communication as one important part of daily life as well as regarding the directness in capturing and delivering the message. Based on the explanation, the activity in speaking class is maintained interactively. There are lots of activities which force them to use speaking, started from classroom presentations, discussions, or even whenever they maintain their communication with their lecturer (Rovikasari, Suparno & Supriyadi, 2020; Virgonita, Fauziati & Setyaningsih, 2021). Based on the phenomena in teaching and learning process of speaking at third semester students of EED, there are some problems faced by the students. Even though they are active in practicing speaking in classroom, they admit that they still facing some difficulties in speaking (Fauzia, 2020; Murtianis, Andayani & Rohmadi, 2019)). First problem is, they think that they have insufficient vocabulary to start talking or to interact with others and they found it uneasy to pronounce the vocabulary correctly and fluently. Because of this, they got shy to try to say things in English. Consequently, the students tend to use their mother tongue in the classroom. Second problem is they were not confident to speak in English because they are afraid if they make mistake in grammar. Third problem is that the students are afraid when they make mistake in producing words or sentences during speaking that their friends will laugh at them. Then, the students are reluctant to speak English in or outside of classroom.

For some students, speaking skill is regarded as the most difficult skill. It is considered to be the most difficult language skill because the students should have lots of vocabularies, they have to be able to pronounce the words correctly, and they have to be able to use them in appropriate context. This problem is getting bigger since the students are afraid of making mistakes, afraid of being laughed by their friends and afraid of having lack of confidence in their ability (Ali, 2013). Some of the students are not able to participate successfully in classroom speaking activities even when the circumstances are set to be natural. Thus, the importance of speaking in language learning can barely be overvalued. Through this activity, the students are required to act out linguistic information to produce language. This situation can be definitely difficult since

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students always do more listening rather than speaking. Speaking ability is generally a specific competence and yet, it requires many considerations and orally practices along with listening competence. According to the explanation, it will be interesting to know what are the learning strategies used by the students to overcome their difficulties in speaking class. Based on the information, the researcher is interested to conduct a preliminary research in a speaking class of third semester, since it is considered to be the first stage of speaking class for the students of English Education Department in one of University in Kudus.

This case study aimed at investigating direct language learning strategies, their implementation, and the reasons beyond the uses of those strategies. The main focus of this question is (1) to find out what are the direct learning strategies used by the students in speaking English, and the students' frequency in using learning strategies in speaking, (2) To describe how and how well the students use the direct learning strategies in speaking. It refers to their consciousness, effortful, effectiveness, and (3) to know the students' reasons in choosing the direct learning strategies through the factors influencing the students applying the direct learning strategies.

METHOD

Considering the purposes of this research, this research employed a qualitative method with a case study design. The concept of case study design in this research is focused on providing an in-depth, rich, and holistic description of a single unit such as a group, a class, a policy, a program, a process, an institution, or a community as it is suggested by Yazan (2015) and Yin (2013). The sample of the research is constituted from the students of English Education Department who were studying at the third semester of a University in Kudus. The participants were selected by using "purposive sampling" technique, by concerning to their achievement in Speaking class, and classify them into; high, medium, and low achievement students.

Generally, there are three kinds of data sources that are mostly used in qualitative research, namely informants, events, and documents. Informants are central partners in the process of conducting qualitative inquiry and play a variety of roles, limited only by the researcher's imagination and informant's willingness and capability to help developing theories grounded in the data (Fraenkel et al., 2012). Then, events are defined as a set of related activities that people carry out (Ary et al., 2010). The last is document. Documents are those that provide both historical and contextual dimension to the observations and interview to enrich what is seen and heard by supporting, expanding or challenging portrayal and perceptions (Gall et al., 2003). For the purposes of this study, the data were obtained directly from informants, and the data were in the form of interview transcripts, questionnaire results, and field notes.

To collect the data needed in this research, the researcher applied some data collection techniques, they are explained at the table below:

Table 1. The Summary of Data Collection Techniques

N	Research Problem	Techniques of Data Collections
1.	Types of learning strategies used by third semester students in speaking class	Questionnaire Interview
2.	The implementation of learning strategies by the third semester students	Interview Observation
3.	The reasons for using the learning strategies	Interview

Material

In data collection, questionnaires is used as one of the data collection techniques. The questionnaires were developed in the form of closed questionnaire since the researcher adopted the form of Oxford's (1990) questionnaire to analyze students' direct learning strategies. It was a modified questionnaire called SILL (Strategy Inventory for Language Learning) proposed by Oxford (1990). The questionnaire consisted of some statements to be responded by the students to describe their learning strategies as well as the accomplishment

in speaking, such as; 1) I memorize the sentence I want to say before I speak. 2) While I speak, I remember new words/phrase by remembering their location on the page, on the board, on the street sign, etc. 3) When I cannot think of a word during a conversation in English, I use gestures, and so on. The data were in the form of questionnaire answers. Then, Interviews were conducted as the follow up activity from the results of questionnaires. In addition to the foregoing, the data of interviews became a comparable source for triangulating the data of questionnaire negotiating the learning strategies. And the last, there was observations which were made to find a set of comparable data regarding the implementation of learning strategies. Such data were useful for being the sources of triangulation for interview data. The researcher as an observer watched and personally recorded the ongoing processes of teaching and learning in the speaking class.

Data Analyses

In this research, the researcher used Flow Model (sometimes it is called Interactive model) as proposed by Miles et al. (2014) as the technique of data analysis. There were four components informed by this model of data analysis. They consisted of; (1)data collection, where all of the data were gathered together, (2) data condensation, after all of the data were collected, the data were further themed according to the employed constructs, such as the constructs already developed by Oxford (1990) in this study, and (3) data display, and conclusion drawing in which after the data were selected, the data were displayed as an organized assembly of information leading the conclusion drawing.

FINDINGS

The first problem statement addressed in this research is associated with the learning strategies used by the third semester EFL students in English speaking class at a university in Kudus. The data pertinent to this problem were garnered from questionnaires and interviews. The data solicited from the aforesaid techniques were of importance for the sake of doing triangulation so that credible and consistent data were reached.

After copying the form of questionnaire resting upon the number of students, the questionnaires were further distributed to them. There were six students, the subjects of this research, who received questionnaires from the researcher.

Table 2. Questionnaire Data Concerning Learning Strategies Used by the Third Semester EFL Students

Name	Memory			Cognitive			Compensation
	CML	AIS	RW	PRTC	RSM	A&R	OL
Student 1	✓	✓	✓	✓	✓	✓	✓
Student 2	✓	✓	✓	✓	✓	✓	✓
Student 3	✓	✓	-	✓	✓	-	✓
Student 4	✓	✓	-	✓	✓	-	✓
Student 5	✓	✓	✓	✓	✓	-	✓
Student 6	✓	-	✓	-	-	-	✓

For detailed information, as displayed in the questionnaire, the acronyms of CML, AIS, and RW stand for creating mental linkage, applying images and sounds, and reviewing well. These terms represent the construct indicators of memory. The acronyms of PRTC, RSM, and A&R respectively stand for practicing, receiving and sending messages, and analyzing and reasoning. These terms demonstrate the indicators of cognitive construct. Lastly, the acronym of OL stands for overcoming limitation which is indicator of compensation construct.

Here are the explanation related to the table; Student 1 uses the three sets of direct learning strategies comprising memory, cognitive, and compensation strategies. Student 2 uses the three sets of direct learning strategies comprising memory, cognitive, and compensation strategies. Student 3 uses the three sets of direct learning strategies comprising memory, cognitive, and compensation strategies. However, there are two exceptions. She does not apply the reviewing sub-strategy as part of memory strategy, and she does not apply

the analysis and reasoning sub-strategy as part of cognitive strategy. Student 4 uses only one sub-strategy of memory strategy, namely creating mental linkage. He uses the cognitive strategy with the exception of analysis and reasoning. He uses the compensation strategy. Student 5 uses the three sets of direct learning strategies with the exception of analysis and reasoning as the sub-strategy of cognitive strategy. Student 6 only uses memory and compensation strategies. He does not use the cognitive strategy. For the memory strategy, he does not also apply one of the sub-strategies, namely applying images and sounds.

The second research problem is to reveal the data pertinent toward the implementation of direct learning strategies applied by the third semester EFL students at a university in Kudus, interviews were conducted, and observations were made. Interviews were oriented towards finding out the implementation of memory, cognitive, and compensation strategies, and observations were made to solicit information associated with the implementation of students' compensation strategies. Observational data were functioned as the comparable data for doing triangulation.

Table 3. The Implementation of Direct Learning Strategies Portrayed in the English-Speaking Classroom

Observational Transcripts Taken from Field Notes

The lecturer starts the class by explaining today's activity which is debate trial. The lecturer then asks the students to be ready for the debate trial. There are two groups each consist of three students, one chair person, one time keeper, and three adjudicators.

Chairperson : *(Acting as a chairperson, she asks other students about the regulation in debate, then starts speaking)* Good morning ladies and gentlemen, welcome to the debate today, with the motion of 'this house belief that many startups in Indonesia give more benefit to foreign investor than Indonesian people'. With the motion of that..the…that…this house belief many starts up in Indonesia gives more benefit to foreign investor than Indonesian people. This debate is held between Universitas of Muria Kudus as the affirmative team, and Universitas of Muria Kudus as the negative team… oh bukan, belum ditentukan yah? *(Closing her mouth with her hand and smiling toward the lecturer)*. Im sorry sir, maybe you're…maybe… (Acting with her hands and finger showing rock paper scissor).

(Lecturer then answers by letting the chairperson to choose by herself.)

Chairperson : Ok.. And the adjudicators are; first, Miss Natasya. Second, Miss Maulina. Third, Miss Mega. And I, Yovita as the ti….as the chairperson. And…Hanifara as the time keeper. Before we start this debate, let me read the regulation. First, the time keeper will knock once after the speaker gives his/hers speech for six minutes for the re-substances speech, and four minutes for the reply speech. Second, the time keeper will knock twice, after the speaker gives his/her speech for seven minutes for the re-substances speech and five minutes for the reply speech. Third, the time keeper will knock intently after the speaker gives his/her speech for seven minutes and twenty second for re-substances speech, and five minutes and twenty seconds for the reply speech. Fourth, audience can only take picture twice during the debate. Fifth, audience can only enter and exit the room when there is a speaker giving his/her speech. Sixth, debater, adjudicator, time keeper, chairperson, and audience must turn off their hand phone during the debate. And now, I will let the debater to do the case building for ten minutes.

(One student from each group of the debaters are doing rock paper scissor to determine the affirmative and negative group. After the group is determined, the students are preparing the material related to the motion of the debate. All of the students of each groups seem **memorizing their argument by speaking the sentences repeatedly**.)

Student 1 : Ok…good morning the adjudicators, good morning all of the audience, and good morning the opposite team. There is no equally that is not bad, no body's perfect, and we just do the best without thinking to be the best. Assalamualaikum warahmatullahi wabarokatuh…ok, in this nice day we will… (**Looking at the paper she holds**), we will discuss about the motion, 'this house belief that many startups in Indonesia give more benefits to foreign investor than Indonesian people'. But, before that, I will introduce my team (Introducing speaker one, two, and three). Our team believes that (*looking at the paper*) many startups in Indonesia gives more benefits to foreign investor than Indonesian people. And for the first I will give the definition of this motion. Startup is one of a community which is in "stak" level and most of the community use website or internet to operate the business. And I…and I would like to give the limitation of this motion. Startup which most of the share owns by foreign investor. With this definition and also the limitation, we totally agree if most of startup in Indonesia give more benefits to foreign investor than Indonesian people. Because I will … I will take from…I will take from economic case, Suci will take from social and culture, and Mega will give a conclusion to make sure if we totally agree with this motion. In economic case, we know if foreign invest….*(facing up with the eyes are closed)* if startup we can….we can give….we can take the example from "Grab". Grab factory, per day they get… (**Looking at the paper**) they get more than one point five billions rupiah. That's… (**Her eyes are closed like trying to remember the sentence**) that's become to investor… *(correcting)* that's become to foreign investor. And the…and the driver of "Gojek" that's…that's its mean Indonesian people just get…just get about…about…sixty…about sixty…. (**Looking at one of her group member**) sixty million per day. It means, Indonesian people just get small

benefit from the start up in Indonesia. We are Indonesian people, we are… we are…. we live in our country. But we just become a servant in our country. We just get a small benefit from foreign investor. Because most of share of the great factory or many startup in Indonesia, they just belong to foreign investor. And I… I have….according to detik.com in fourteen of March in this year, the share of BRI bank, eighty….eighty… (*looking at the note*) eighty fifth (five) percent of share of BRI bank that owned by foreign investor. And this year, BRI bank also has a chance…a challenge for UMKM in Indonesia. BRI bank has a challenge to give contribute (*contribution*) to UMKM in Indonesia. But also same with the previous case, the foreign investor just will get benefit from our people…from Indonesian people. But Indonesia people just will get small benefit from our work…from our…. (*looking up, trying to remember the next words*)….from their work, Indonesian people just will get a small benefit. That's why we are totally agree the foreign investor will give more benefit to foreign investor than Indonesian people. Because all of startup in Indonesia…most of the startup in Indonesia…the share owned by the foreign investor. And the foreign investor will get many benefits, will get more benefits than Indonesian people. Indonesian people just become the employer of the startup in Indonesia. They can't be…a…. (*showing gesture to the other students*)…owned of the fact…owned of the factory, owned of the most share, the startup in Indonesia. So we are totally agree if this house belief that startup in Indonesia give more benefit for foreign investor than Indonesian people, with the definition and limitation, we are totally agree about it. Thank you.

(The time keeper announces the time spent by the student 1 as the first speaker of affirmative group. Then the student 2 as the first speaker of negative group is asked to respond the affirmative group by the chairperson)

Student 2 : Ok, good morning ladies and gentlemen, good morning adjudicators. I'm from opposite team, umm… from this motion, that "this house believes that many startups in Indonesia give more benefits to foreign investors than Indonesia" we totally oppose. Why? Because uh… there is some point that I will deliver to you, first because in Indonesia, startup itself, there are one hundred and thirty five startup that already developed in Indonesia. And the benefit because of so many startup in Indonesia is like; the first, make transaction easier. You know, in this era, in this digital era all the thing, all the aspect is a very easy for us to use that. So all the millennial generations can get what everything to be easy that they have to do something like difficult things when they want to do their activities. And uh… the startup itself gives the benefit to Indonesia is like as we can see if there are people from the village and the access to the central of the city is limited but they have something to do and they have to go to the central of the city it will waste of time. **Nah**, because of the….startup itself, they be very easy to do their things. And the second is as I said before, because startup is support digital era millennial itself. And the third is start up actually there are so many type of startup. The first is like payment, lending, personal finance, investment. **Nah…** startup itself as the media in the uh…. (*Closing the eyes and then making gestures*) the user or the '**konsumen**' to the tools itself. So it's like when uh… in our….all the things or our daily things is very very increase all the time so if we have uh… difficult things like we have don't money…we…we… have no money so we confuse how to lend money, in startup itself we can do that because many type startup itself. And the fourth is like advisor, in this era, so many types of startup and the application is support by '**robot penasehat**'. You know in startup itself if you confuse with the things you can ask the startup itself by application 'robot penasehat', like tax if you want to be stakeholder or if you want to pay the tax, assets, home planning, etc. Startup in Indonesia itself the example of startup itself is like the easy to pay the money like go pay, tokopedia, shopee, lazada, e-pay, there are so many. And the benefit for Indonesia in spite of the things that I already deliver is first, open job. Because in Indonesia, jobless in Indonesia all the time is become decreased it is good chances for us to increase our economy, because five point seven percent economic in Indonesia is increase because of startup in Indonesia, the jobless have chances to get job and startup itself increase those domestic products two hundred billion. That's why we totally oppose that startup in Indonesia bring many benefits to foreign investor than Indonesia, thank you.

(Though there are so many grammar mistakes and mispronunciation, this student speaks fluently without reading at the note)

(The time keeper announces the time spent by the student 2 as the first speaker of negative group. Then the chairperson lets student 3 as the second speaker of affirmative group to respond the argument)

Student 3 : Ok, I'm here as the second speaker of affirmative group. The previous speaker said, if uh (*reading at the note*)…. The previous speaker discuss about the benefits that Indonesian people get (*looking at student 3 to confirm*). They just get… (*Looking at the note*) they just get the easier facility but in this case, we discuss about the benefits get by the foreign investors. Now, here… I will deliver in social and culture before startup business comes to Indonesia, the Indonesian can be independently survived to build their own business. But, day by day the startup comes in Indonesia with *Asian Economic Community* has already open the global market. Then, foreign investor have good place for invest in Indonesia, because Indonesia has many….(*looking at speaker 1 as like asking for help, and then speaker 1 help by showing the sentences written in the note*)…Indonesian royalty. Then, I will give the example of startup business, it can be ticket.com and gojek, grab and others. Because the regulation will give more benefits and income, because of it many Indonesian become individual, then they need another, they can be social individu. So startup help Indonesia, but the income will be for foreign investor. Nowadays, Indonesian people become consumptive, and many Indonesian people need anything which is instant, so startup business can grow up in Indonesia. It will be easy for Indonesian people to….it will be easy for foreign investor to command Indonesia, and startup itself will kill Indonesian business then Indonesian people will not have good job. They just can be driver. It will give benefit to foreign investor then Indonesian people itself. So I totally oppose this motion… (*Student 1 grab student 3's hand in order to give a code that she made mistake*)

…I totally agree with this motion, because more foreign investors will get more benefits than Indonesian people. Thank you.

(The time keeper announces the time spent by the student 3 as the second speaker of affirmative group. Then the chairperson lets student 4 as the second speaker of negative group to respond the argument)

Student 4 : Now, I'm from the opposite team. Now, the first I want to rebate from the previous speaker, from the affirmative team. The previous speaker only said that we only talk about the benefit from *foraig* (foreign)….***(looking at the audience to get a correction)***… from foreign investor, not Indonesia itself. But, we can know…we…we… ***(looking up to remember some words)***… the Indonesian people, we need to… compare our brand with the investor…of foreign, and compare our technology. So it's not benefit to foreign, or income for foreign. But a… we also… income in Indonesia with the… for the job... and the…compare with technology we can improve… improve our brand. Because we cannot separate it in foreign investor only ***(reading the note)***, so there are rules in Indonesia itself, so we don't agree. And the second, I want to deliver my opinion. The first is, we need a… prepare, and face it to… ***(looking up to remember the word)***… win the global market, we need the foreign investor. Because we know that the *infrastruktur* development is the main priority of Jokowi's government to accelerate ***(looking at audience to get correction)***… Indonesian economy. Based on the two thousand fifteen, until two thousand nineteen, the National Medium Term Plan, Indonesian *infrastruktur* are IDR five thousand trillion, and the APBN only eight point seven percent, so we need foreign investor to help us. Second is, because we know that the foreign investor, the… his job is… to… a… is a… bring the technology from the country development. So if we compare the foreign investor, we can compare the technology, we can improve our *SDM* more than before, so our *SDM* is more… can be more… developed than before. And the last is we need the job, because the foreign investor give us more job, because they need to a… to necessary our life. Thank you very much.

(The time keeper announces the time spent by the student 4 as the second speaker of negative group. Then the chairperson lets student 5 as the third speaker of affirmative group to respond the argument)

Student 5 : Thank you for the chance. First I would like to rebate the argument from negative team, the previous speaker said that they talk only about the…. they think that we are only talking about the benefit. But, see…the motion is "this house belief that…"(***looking at the negative team and giving gesture that she wants to make sure***) I want to stress once again that this house belief that many startup in Indonesia give more benefit to the foreign investor than Indonesian. Give benefits… we have to underline of that benefit (***giving gesture to stress the word "underline"***). So we will not go to another side. We have to focus on the benefits. And, they said that we… the Indonesian should win the economics in Indonesia. But there is no… why you… a… we will win the economic in this a… Indonesia, because time by time the real thing there is no progress of our Indonesian economic. And for the previous speaker only compares… he said that he only compares the technology from foreign investor… other…sorry, other countries than Indonesia. I have question that is it only compare? Between our country and other country? I think it's not only compare. And the next is, if there is no people or there is someone to include… to make a progression in Indonesia it will be useless. And here I want to give conclusion, from my team we know that actually the Indonesian people don't realize that most of startup in Indonesia are from foreigner, maybe now they think that they have a lot of benefits but actually, a… oppose that, actually they get more… something useless, eh…something not beneficial. And actually from these case that startup in Indonesia give more benefits to foreign investor? Ya, that's true because without our knowing that they use strategy to us. They actually deceive us, but we don't know what they do to us. And ya, actually this is the challenge to the ukm in Indonesia. So UKM Indonesia have to… a have a lot of strategy to attract them to foreign investor, because we need progress. Thank you.

Student 6 : Assalamualaikum…(***silence, looks nervous***), we need to straight against the right in Indonesia is more benefit Indonesian people than foreign investor. And benefit of startup to Indonesian, the… the... transaction percentage…a…support digital era… in crown funding, the source… Jokowi government to… (***look at the other member of the group and smile to look for a help***). The performance is stopped due to the limitation of the capability of the student 6) thank you.

As depicted in the above portrayal, the students seemed to have applied the three sets of direct learning strategies. In terms of memory strategy, the students did it by memorizing their arguments by uttering sentences repeatedly, looking at the paper or note, closing eyes to remember sentences, and looking up, trying to remember the next words. In line with one of the interview data, what the students did as the memory strategy represented the act of using the English words incipiently memorized into spoken utterances in order to drill them and making accustomed to using them.

The third problem was in order to find out about the reasons beyond the uses of direct learning strategies were collected from interviews. Such data were cognitive in nature, so they should be investigated through interviews. The students, the subjects of this research, shared a variety of reasons which underpinned the ways they used direct learning strategies. The following presentation provides some themes adopted from Oxford's (1990) constructs and indicators of direct learning strategies. Under each theme, some purposively selected

transcripts which are the most representative are given, and some sufficient explanations of the data are also inserted.

As analyzed, the interview data pertinent to the memory strategy talked about the reasons associated with creating mental linkage, applying images and sounds, and reviewing well. While talking about the reasons for creating mental linkage, students shared the following information:

"...dari yang saya rasakan, ketika misalnya saya sedang mempelajari suatu kosa kata bahasa Inggris, ketika saya langsung mempraktekkan menggunakan kata itu, saya merasa bahawa saya ditemukan dengan konteks. Dan membantu saya lebih mudah mengingat kata itu juga. Misal saya mau menghafal kata "thrive". Secara arti kamus kan artinya "berhasil". Tapi saya tidak tau kapan konteksnya ketika saya mau gunakan kata ini. eh ternaya konteksnya adalah tentang bisnis... jadi saya bisa gunakan kata ini ketika ngobrol tentang bisnis. Misal, saya buat kalimat gini "the business thrived on". Akan krik krik kalau saya buat kalimat gini "I thrived because I learned" hehe..." (Student 3)

"...latihan dengan langsung menggunakan kata yang sedang kita hafalkan ke dalam kalimat, menurut saya mempermudah saya mengingat kata itu..." (Student 6)

Students 3 and 6 as shown in the above transcripts demonstrated that they loved using English words that they memorized into real English utterances. They elucidated that this way could even help make it easier for them to memorize the words instead of merely memorizing the words free from contexts.

The data of interviews associated with the cognitive strategy addressed the reasons in connection with practicing, receiving and sending messages, and analyzing as well as reasoning. While talking about the reasons for practicing, the students shared the following information:

"...latihan bagi saya memberikan saya tingkat kepercayaan diri. Dan saya merasakan banget, emosional dan tingkat kepercayaan diri itu sangat membantu menambah kualitas fluency saya saat berbahasa Inggris..." (Student 2)

"...saya suka praktek speaking dengan YouTube karena banyak sekali kanal YouTube yang mengajarkan bahasa Inggris. Dan belajar bahasa dengan nonton video itu bagi saya jauh lebih menarik dari pada belajar bahasa dari buku. Buku kayaknya monoton sekali rasanya..." (Student 5)

As exhibited in the above transcripts, student 2 elucidated that practicing helped her improve her self-confidence in English speaking, and later on such confidence led her to being more fluent in English communication.

The interview data appertaining to the compensation strategy addressed the reasons with respect to adjusting alongside approximating messages and switching to mother tongue. While talking about the reasons for adjusting and approximating messages, one of the students shared the following information:

"... saya kadang mencari kata yang maknanya mirip dengan kata yang saya lupa saat komuniasi berbahasa inggris. Ini membantu saya agar tetap lanjut komunikasinya, dan agar saya gak lepas dari konteks..." (Student 2)

As shown in the above transcript, student 2 made use of the synonym of the word she forgot at a certain pace of English communication. This way helped her still stay fluent, and it at the same time assisted her in being well-connected to the on-going context.

To sum up, there were a number of reasons beyond the uses of memory, cognitive, and compensation strategies. As part of the memory strategy, 1) creating mental linkage in memorizing English words by directly using them in spoken English utterances helps make it easier to memorize those words; 2) applying images and sounds in learning English words, phrases, or chunks by watching western movies is useful because western movies can provide natural English input; 3) applying images and sounds in learning English words, phrases, or chunks by watching western movies is recommended because western movies are of fun learning media; and 4) reviewing paces of learning or practices supports the competence of self-evaluation. As part of the cognitive strategy, 1) practicing English speaking using interesting media improves self-confidence and fluent communicative abilities; 2) receiving and sending messages in a way of holing direct English conversations with others lead to finding a condition of real and spontaneous communication, making one more alert and ready for the processes of exchanging information in a natural fashion; and 3) analysis and

reasoning lead to being more critical and detailed, later on supporting a better competence of English. As part of the compensation strategy, 1) adjusting and approximating messages, such as making use of the synonym of the forgotten word, help one stay fluent and well-connected to the existing communicative context; and 2) switching to mother tongue, such as replacing a forgotten English word with an Indonesian word, helps maintain the fluent continuity of English communication.

Result, Discussion and Suggestions

Most of the third semester EFL students at a university in Kudus use the three sets of direct learning strategies extending to memory, cognitive, and compensation strategies. Only one student has been identified to merely use two sets of direct learning strategies, namely memory and compensation strategies. Pertinent to the implementation of memory strategy in terms of creating mental linkage, first, the students use understandable and common words to make their mental language more familiar with the already-stored words in their memory storage. Second, the students use the English words incipiently memorized into spoken utterances in order to drill themselves and make them accustomed to using those words. Third, the students read English novels to mentally create associations with words to be memorized.

With regard to the implementation of memory strategy in terms of applying images and sounds, first, the students listen to English songs in order to acquire and memorize English words. Second, the students watch YouTube videos of English learning channels to acquire natural English input and memorize the input. Third, the students listen to others for the sake of acquiring English input to be memorized. Concerning the implementation of memory strategy in terms of reviewing, first, the students get their friends engaged into continuous practices both in a formal classroom and in a casual way. Second, the students independently trace back what they have learned. Third, the students use active English words that have already existed in their mental language as part of reviewing as well as making the already-memorized words more familiar. Fourth, the students trace back the record having already been made after doing English speaking practices alone.

Associated with the implementation of cognitive strategy in terms of practicing, the students look into dictionaries for drilling their minds in order to be familiar with English words, make use of a recorder to help practice English speaking alone, take time for about a few minutes to practice in a consistent fashion every day, engage friends, who are considered more excellent in English, into practices, and make efforts to maintain consistent practices of English speaking by speaking English with themselves alone. Pertinent to the application of cognitive strategy in terms of receiving and sending messages, the students make use of social media to assist in building spoken interactions or in sending and receiving spoken messages or meanings, take the benefits of having foreign friends for conditioning themselves to send and receive spoken English messages or meanings, and make use of an android application to assist in building spoken interactions or in sending and receiving spoken messages or meanings. Appertaining to the implementation of cognitive strategy in terms of analyzing and reasoning, the students condition themselves to be sensitive to using reasoning skills to understand linguistic components of English.

Concerning the implementation of compensation strategy in terms of adjusting as well as approximating the messages and switching to mother tongue, the students strive to retrieve similar English words from their memories for the sake of maintaining their fluent continuity of English speaking, and they replace the forgotten English words with Indonesian words for the sake of maintaining the fluent continuity of English speaking.

The students' reasons for using the memory strategy fall into the following: First, creating mental linkage in memorizing English words by directly using them in spoken English utterances helps make it easier to memorize those words. Second, applying images and sounds in learning English words, phrases, or chunks by watching western movies is useful because western movies can provide natural English input. Third, applying images and sounds in learning English words, phrases, or chunks by watching western movies is recommended because western movies are of fun learning media. The students' reasons for using the cognitive strategy fall into the following: First, practicing English speaking using interesting media improves their self-confidence and fluent communicative abilities. Second, receiving and sending messages in a way of holing direct English conversations with others leads them to finding a condition of real and spontaneous communication, making them more alert and readier for the processes of exchanging information in a natural fashion. Third, analysis and reasoning lead them to being more critical and detailed, later on supporting a

better competence of English. The students' reasons for using the compensation strategy fall into the following: First, adjusting and approximating messages, such as making use of the synonym of the forgotten word, help them stay fluent and well-connected to the existing communicative context. Second, switching to mother tongue, such as replacing a forgotten English word with an Indonesian word, helps the students maintain the fluent continuity of English communication.

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