ABSTRACT

Speaking is one of the skills which demonstrates the goal of success in learning English both as second and foreign language. Speaking strategies are defined as devices employed by learners of a second or foreign language when confronted with obstacles or difficulties of communicating the target language. This study aims to explore, (1) the most frequent speaking strategies used by English as Foreign Language (EFL) learners, (2) learners' speaking proficiency, and (3) the correlation on the most frequent speaking strategies used by EFL learners and their speaking proficiency. The method used was descriptive correlational research in which data were collected from 52 EFL learners of EED UMY batch 2015. The data were gathered by distributing the speaking strategies questionnaire modified from Moriam Quadir (2014), and collecting the speaking score from the lecturer of Listening and Speaking for Academic Purpose course. The findings revealed that the speaking strategies that were most frequently used by EFL learners were social strategies (mean value = 4.23), the learners' speaking proficiency was in very good level (80.36), and there was a very weak and significant correlation on the most frequent speaking strategies used by EFL learners and speaking proficiency (r =0.016). It is reasonable to conclude that the hypothesis of Ha was accepted which means that there is a correlation on the most frequent speaking strategies used by EFL learners and their speaking proficiency. This study could be a valuable guide for both foreign language learners and teachers to further improve the awareness of various speaking strategies and its effectiveness.

Keyword: speaking strategies, speaking proficiency