**LANGUAGE LEARNING STRATEGIES AND LANGUAGE LEARNING MOTIVATIONS EMPLOYED BY THE SUCCESSFUL STUDENTS OF UMMUL MU’MININ ISLAMIC BOARDING SCHOOL IN IMPROVING SPEAKING ABILITY**

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**Abstract**

This research aimed at (1) finding out the language learning strategies the student employ to be successful in improving speaking skill, (2) finding out the language learning motivations the student has to be successful in improving speaking skill, (3) finding out the student’s study habit and, (4) finding out the social environment that contributes to the student’s success in improving speaking skill. This research was carried out within a qualitative research paradigm. The subject of this research was Nurfitriani Marsuki as the student of Ummul Mu’minin Islamic Boarding School. The data of this research was collected by observation and In-depth Interview. The obtained data was analyzed in three major phases, those are: reduction, displaying, and conclusion drawing. The results of the research revealed that (1) Fitri applied two strategies in her learning activities. Those strategies are direct and indirect strategies. Direct strategy included memories, cognitive and compensation strategy while indirect strategy covered metacognitive, affective and social strategy, (2) Due to language learning motivation, Fitri employed integrative and instrumental motivation. From both of motivation, Fitri more employed integrative motivation than instrumental motivation, (3) To achieve the success in improving speaking ability, Fitri intensively learned by certain preparations that she did almost every day. Preparation and practice speaking skill regularly are the keys to her success. For every day speaking, she did not have to care about grammatical or lexical mistakes she might produce, she kept on talking instead. However, for public speaking such as delivering a speech in public, she prepared and practiced it and made some revisions to satisfy the audience. Through these factors, she got more confidence in improving her speaking ability, (4) Social environment where Fitri spent most of her time learning two foreign languages were found to significantly support Fitri in getting her success in improving speaking ability. The level of exposure as a causative variable in language learning or acquisition was found to be very rich. The length of time and plentiful of language exposure opportunity, well-maintained social relationship, and rich of comprehensible input from her physical environment allowed her to have more practice that led her to improve her speaking ability.

*Keyword: learning strategies, learning motivations, speaking ability*

**INTRODUCTION**

Good mastery of English is essential for Indonesian people, because it is imperatively taught as a foreign language subject as it has become perceived and realized need. Since 1954, English has been a compulsory subject of the school curriculum in Indonesia. English is taught from the first year of Junior High School to University level. And one of the skills that taught in senior high school is speaking and nowadays some elementary schools place English as mandatory subject.

Nunan (1991: 14) stated that speaking is one of fundamental language skills. It is considered as the most important aspect of learning a foreign language. Through speaking, people maintain communication, cooperate and identify themselves. As part of international community, people need an effective tool to communicate. English is one of the most common languages used by people to interact with other people from different nations.

Some researchers have found that some students that have passed the subject still could not speak English as expected. Many of them cannot express their ideas, arguments, or feelings in English. Some of them can understand what others say, but they are not able to communicate it. Learning to speak is obviously more difficult than learning to understand the spoken language. However, it is undeniable that some students are able to perform a high standard of ability in performing their speaking skill.

As the researcher I found that Ummul Mu’minin Islamic Boarding School is an example. Two foreign languages, Arabic and English, are spoken on daily basis. Other languages are strictly forbidden. Whenever the students are found to speak other than both languages, they will be punished with certain educative punishment. The punishment will be folded depending on how frequent they are caught speak other languages by the “spies”.

Through this punishment, they can build up and maintain their vocabulary with some programs that held in that boarding school and in turn will support the development of their language skill. One of the programs is “Muhadarah” means a meeting which is held in the classroom three times a week at night time. In this program, the students will get a chance to deliver a speech in three languages: Arabic, English and Bahasa. Another program is a discussion about the speech theme of the day. Ultimately, this program can encourage the students’ motivation to speak in front of people and it can help the students to get their confidence to express their idea using foreign languages.

As a concluding remark, speaking is the most natural way to communicate with others. Hence, it is important to have a high motivation to practice speaking. Since many students of UMIBS have been successful to perform their speaking skill, the researcher investigated language learning strategies and language learning motivation of the successful student of UMIBS in improving speaking ability. Referring to the background, the purpose of this research was to find out the language learning strategies the students employ to be successful in improving speaking skill, the learning motivations the students have to be successful in improving speaking skill, the students’ study habit and the social environment that contributes to the students’ success in improving speaking skill.

**LITERATURE REVIEW**

When EFL learners are asked about what language skill is the most challenging, most of them will probably reply the same answer, speaking. This assumption is verified by several studies that had been done by researchers. Muttakin (1992) did his reaserch “Activating students in Speaking English through pair task”. He found two problems in speaking. They are psychological factors and lack of practice. Most of the students are usually ashamed, awkward, nervous and afraid of making mistake, and it is difficult for the students to find out the situation in which they can practice their English more frequently to decrease fear and anxiety.

Karim (1995) on his research “Stimulating the students to speak English through problem solving activities”. He reported that the factors that affect the students in speaking English in classroom are, 1. If the students have positive attitude toward classroom activities, they will be stimulated to learn in the classroom, and 2. If the leactures using interesting material and various technique, the students will be encouraged to learn in the classroom.

Richard (2002) examined four factors that he believed can have a significant impact on the success of language teaching programs. He found out that the four factors: institutional, language teachers, learning styles and motivation; contributed significantly to the achievement of quality language teaching. Ishak (1995) found out that the majority of EFL students in the study population encountered difficulties in performing English oral form and communicative activities were able to encourage students’ interest in speaking English. According to Afriani (2003), the majority of the students in English Department of a University where he piloted her research on the use of authentic materials in oral communication were not active to use English in oral communication. Harmer (1991) reported that students who were involved in oral communication activities gave them both desire to communicate and purpose which involves them in varies use of language. Nunan (1991:194) reported that students would improve more rapidly if they were actively engaged in interaction than if they were passive. Furthermore, he found that in teacher fronted interaction, by distinguishing response opportunities widely, all students were kept alert and given an opportunity response. Dehaven (1988:181) reported that historically, developmentally, and quantitatively, oral language takes precedence. He explained that it was not only the primary mode for learning, but also the foundation for other language models. Therefore, he suggested that oral language ought to receive a great deal of attention in language arts programs.

**METHOD**

**Design and Subject**

Since the purpose of this research was to describe, explain, and explore issues associated with language learning strategies employed by the successful students of Ummul Mu’minin Islamic Boarding School (UMIBS) in improving speaking ability, this research was carried out within a qualitative research paradigm and will be descriptive and explanatory in nature. Qualitative research is the collection of analysis, interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest (Gay *et al*, 2006). Such research was designed to discover what can be learned about the phenomena of interest. Thus, the outcome of this research is not the generalization of results, but a deeper understanding of experience from the perspective of the selected participants for study. The researcher will apply case study approach. Bogdan (1982) stated that, “A case study is detailed examination on one setting, or one single subject, or one single depository documents, or one particular event”. Hamel et al. (1993) stated that “A case study is an in-depth study of the cases under consideration…”.

The researcher observed a fifth year students of UMIBS, Nurfitriani Marsuki (Fitri), who had been successfully improved her speaking skill and performed English oral form in many English competitions. Fitri was born on January 18, 1999. Her parents were civil servant; her father and her mother worked as a teacher in senior high school. She enjoyed reading, singing, playing music, and browsing on the internet. She entered UMIBS in 2011 after finishing her elementary school in MIS Pesri Kendari in the same year. She decided to continue her study in UMIBS for five reasons: (1) her sister also studied in UMIBS, (2) she would like to have an experience living in a dormitory, (3) she wanted to be independent, (4) she felt that living in a dorm was safe since she did not have to use any vehicle to school, and (5) she wanted to have more friends from different areas in Indonesia.

At first, Fitri was not a very talkative girl at school. Gradually, she became more outgoing and more popular surrounded by with lots of friends. Her English teachers saw her as satisfactory student and decided to manage her English aptitude to join English competition. The result was very outstanding. She won many English contests in which she had to use English language like speech contests, debating contest, in or out of school. Moreover, Fitri spent his holiday after graduated Junior School in Pare, Kediri. She learnt Speaking, Reading, Writing, Listening, and Grammar for two months. In January 2015, she was awarded an AFS (American Field Service) scholarship to USA and will live there for about one year.

**Instruments**

In collecting data, the researcher employed two instruments; those are, observation and in-depth interview. The researcher applied the direct observation. The researcher observed the study habit and language learning social environment in which Fitri was engaged to learn English speaking skill. And the interview employed face to face. It is used to collect the data about the students’ language learning strategies, language learning motivation, and study habits. The interviews is snowballed and use a focus question asking about Fitri’s language learning strategies, language learning motivation, and study habits. The interview was recorded, transcribed and translated into the most equivalent English.

**Data Analysis**

This research used interactive data analysis methods developed by Miles and Huberman (1994). There are three elements of interactive data analysis those are data reduction, data display, and conclusion drawing or verification.

Due to data reduction, Miles and Huberman (1994: 10) describe this first of their three elements of qualitative data analysis as data reduction. “Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.” Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed. Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized or set aside completely for the purposes of the project at hand.

Data display is the second element or level in Miles and Huberman’s (1994) model of qualitative data. Data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing and action Miles and Huberman (1994: 11). The data will be displayed or presented. A display can be an extended piece of text or a diagram; chart or matrix that provided a new way of arranging and thinking about the more textually embedded data. Data display in this research used narrative text.

The third element of qualitative analysis is conclusion drawing and verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. In this stage, the researcher will note irregularities, patterns, explanations, consequences, and possible ways to configure data. The conclusion of this research will be causal or interactive statements.

**RESULTS AND DISCUSSIONS**

**Learning Strategies**

Based on the interview and observation result, the researcher found that there were several learning actions or strategies performed by Fitri. Those learning strategies were categorized into two main categories namely individual strategies and group strategies. The individual strategies were marked by all of the actions or activities that done by Fitri herself, while the group strategies described the learning actions employed by Fitri in order to comprehend the knowledge or the lesson by engaging friends, teachers, or whoever could help her.

***Individual Strategies***

Individual strategies are the strategies that employed by Fitri herself to gain and comprehend knowledge. As the students, getting a goal of the learning process is a must. In order to find the goal, Fitri had applied some strategies. Those are: Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy and Affective Strategy.

***Memory Strategy***

*Connecting previous and new knowledge*

The researcher explored the strategy used by Fitri in terms of how Fitri connects her previous and new knowledge.

**Interviewer**: *Saya mulai mi di’ pertanyaannya. Bagaimana cara mu menghubungkan antara ilmu yang kau dapat sebelumnya dengan pengetahuan baru yang kau dapat, e.. bagaimana caramu hubungkanki.*

[How do you make connection between your previous knowledge and new knowledge?]

**Subject** : *e... yang pengetahuan yang lalu toh kak otomatis ada kaitannya dengan yang baru toh kak.*

[Automatically, the previous knowledge has a relation with new knowledge]

**Interviewer**: *iya iya.. coba bede kasih contoh bagaimana?*

[Give example please!]

**Subject** : *Contohnya pelajaran grammar begitu kak?*

[For example, learning grammar, is it true?]

**Interviewer** : *Iya.. misalkan hapalanmu dengan kosakata yang baru kau dapat sekarang, bagaimana caramu kaitkanki?*

[Yes. For example, your previous recitation or your previous material that you have memorized with the new vocabulary that you get know, how do you connect it? ]

**Subject** *: Bahasa ini kak?*

[We are talking about language, are we?]

**Interviewer**: *iya*

[Yes]

**Subject** : *Misalnya vocab yang didapat yang lalu-lalu kak.. ohh begini kak. Misalkan tenses yang dipelajari waktu kemarin-kemarin waktu di pare, misalnya simple past, pas nya kita pelajari lagi materi baru seperti passive voice, kan bisami dikaitkan karena ada rumus yang digunakan. Misalnya passive voice kan ada rumus simple past nya itu dikasi bagaimana... Bisaka liat catatan-catatanku dulu waktu di pare, karena saya juga pelupa orangnya. Biasanya kalau ada nda saya tau, biasanya bertanyama ke guru atau teman-teman*.

[For example, the previous recitation of vocabulary.. Ohh.. tenses that I’ve learned when I was in Pare, for example simple past. When I learn passive voice, as we know that the simple past is one of combination patterns in passive voice. So I can open my notes that I wrote when I was in Pare, because I am a forgetful person. If there’s something that I don’t understand then I will ask my teachers or friends]

**Interviewer** : *bagaimana dengan vocabulary? Vocabulary yang sebelumnya kita dapat dengan vocabulary baru.*

What about vocabulary? The previous vocabulary and the new vocabulary.

**Subject** : *Em.. ku gabungkan keduanya kak untuk saya aplikasikan.. ku praktekkan.*

I mixed both of them in order that I use them to be applied, I practiced it.

As Fitri stated that she was difficult to memorize English pattern because she is a forgetful person. Thus she needed to open her note. Open the note is Fitri’s strategy in connecting her previous and new knowledge. Further, if she still doesn’t understand the material from her notes, then she will ask her teachers or friends. Due to the previous vocabulary that have been learned and new vocabulary, Fitri tends to mixed both of them in order that she can practice it or apply it in speaking process.

***Cognitive Strategy***

*The strategies in practicing new information*

The researcher explored the strategies used by Fitri in practicing her new information.

**Interviewer**: *terus bagaimana caramu praktekkanki?*

[How do you practice it?]

**Subject** : *langsungji kak, kalau kebetulan pas ki momennya.*

[I practice it directly, if by chance the moment is suitable with the material]

**Interviewer** : *maksudnya? Kalau kosakata baru nya bahasa inggris terus kebetulan waktunya bahasa inggris baru kita praktek?*

[What do you mean by suitable? If the new vocabulary in English is suitable with the English schedule then you practice it?]

**Subject** : *iya kak. Sama kalau kebetulan memang kita bahasa soal itu di asrama atau di kelas*

[Yes. And if by chance the material is discussed in the dorm or in the classroom]

Due to Fitri’s strategies in practicing new information that she learned, she directly practice if the moment is suitable with the new information that she learned. Then she explained, if by chance the new information that she learned is discussed in the dorm or in the classroom by her friends and herself. Moreover, Fitri explained that she practiced the new information by looking her note back, or when she was in conversation with her friends, she practiced the new information by trying to remember the new information with her friend as the following transcription.

**Interviewer** : *Bisa kasihka contoh lebih detail?*

[Can you give me a detail example?]

**Subject** : *Em.. misalnya toh kak, ada kosakata baru yang kudapat waktu belajar mufradat, terus besoknya kebetulan saya dapat materi reading yang berkaitan dengan kosakata baru kemarin yang saya dapat, disitu mi saya praktekkanki dengan cara liat kembali catatanku, atau bisa juga kak dengan cara pas ka lagi bercakap dengan teman-temanku, kebetulan yang dibahas tentang kosakata baru yang didapat kemaren, langsungji kak ku praktekkan, liatka catatanku kembali atau sama-sama ka dengan temanku ingat-ingatki*

[For example, there’s a new vocabulary that I got from learning in ‘Mufradat’ program, then incidentally, tomorrow I learned reading material that related to the new vocabulary that I’ve learned yesterday, at that time I practice it by open my notes back or when I have a conversation with my friends, by chance we were speak about the new vocabulary that I’ve learned before, then directly I practice it, I open my notes or my friends and I were try to remember it together]

In practicing new information, Fitri used both individual and group strategies. In the case of individual strategies, the strategy applied by Fitri was read her notes.

***Compensation Strategy***

*How to say something*

The students that use English as the foreign language sometimes encounter barriers, one of the barriers is when we have a conversation then suddenly we do not understand what to say in English. In this case, the researcher elaborated the strategies used by Fitri when she has a conversation in English but she does not know how to say something in English.

**Interviewer**: *Apa yang akan kamu lakukan ketika kamu berbicara dengan seseorang dalam bahasa Inggris tapi kau tidak tau apa yang kau mau bilang dalam bahasa Inggris? Kau mau jawab tapi kau tidak tau apa yang mau kau bilang dalam bahasa Inggris, apa yang akan kamu lakukan?*

[What do you do when you are talking to someone and you don’t know how to say something in English?]

**Subject** : *kasi isyarat kak.. isyarat*

[I will give sign]

When Fitri has a conversation, then suddenly she does not know how to say something in English, she prefers to use sign in order to make her interlocutor understand what she wants to deliver.

**Interviewer**: *Isyarat dalam bentuk verbal atau dalam bentuk non-verbal?*

[Verbal or non-verbal sign?]

**Subject** : *eeee.. maksudnya kak?*

[What do you mean by verbal and non-verbal sign?]

**Interviewer**: *verbal itu dalam bentuk kata-kata, mungkin kau cari kata-kata lain toh..*

[Verbal sign is in the form of words, maybe you will find another words to explain what you mean]

**Subject** : *iya iya..itu kak.*

[Yes I use verbal sign.]

**Interviewer** : *atau kah non-verbal, non-verbal itu pakai gerakan tangan*

[Non-verbal is body language.]

**Subject** : *Verbal dan non-verbal. Dua-duanya kak. Iya.*

[I use both of them. Verbal and non-verbal]

Further, the researcher asked fitri whether she used sign language in verbal or non-verbal sign. At first, Fitri still confused about verbal and non-verbal sign, but after the researcher explained more about verbal and non-verbal sign, then she understand. Finally, she clarified that she used both of the signals, verbal and non-verbal when she has a conversation and suddenly she does not know how to say something in English.

***Metacognitive Strategy***

*Correcting errors*

In correcting errors, the researcher elaborated the strategy used by Fitri when she found herself wrong in English case, the way she corrects her errors.

**Interviewer** *: bagaimana caramu memperbaiki kesalahanmu*?

[How do you correct you errors?]

**Subject** *: Ku tuliski kak biasa di notebook ku, baru ku tempelki. Misalkan materi simple past, baru selaluka anggapki itu sama dengan past perfect, jadi kutempelki rumusnya biasa di dekat ranjangku.. oh ternyata seperti itu.. biar nda tertukar lagi*

[Usually I write it on my notes, and then I stick it. For example, simple past material, I always wonder that simple past is similar with past perfect, thus I stick the pattern near my bed. So it will never exchange anymore]

Regarding to the strategy used by Fitri in correcting her errors, she tends to write the correction in a paper then she will stick it near her bed. She as well gave example of her experience. She always considered that simple past is similar with past perfect, therefore to avoid the error, she prefer to stick the material near her bed.

***Affective Strategies***

*Reducing anxiety*

Generally, the big barriers encountered by the students who learn English as foreign language is anxiety. In this case, the researcher elaborated the strategies used by Fitri in reducing anxiety.

**Interviewer** : *Bagaimana kau mengurangi tingkat kecemasan dalam bahasa Inggris? Tau ji toh tingkat kecemasan dalam bahasa Inggris? Misalkan kau ikut lomba bagaimana caramu me-reduce mengurangi rasa cemas mu?*

[How do you reduce your anxiety? Have you known about anxiety in learning English? For example, you join a competition, how do you reduce you anxiety?]

**Subject** : baca doa kak otomatis.. hehe

[Automatically, I pray.]

**Interviewer** : *atau kau berusaha yakinkan dirimu ah.. saya pasti bisa*

[Do you try to convince yourself that you can do it?]

**Subject** : *ya.. otomatis berdoa dulu kak terus positive thinking.. saya toh kak postivie thinking ka kalau misalnya betul-betul bisaka memahami bisaka kuasai itu sesuatu, positive thinkingma itu kak. Atau kalau sebaliknya yah..*

[Yes. Firstly, I pray and keep positive thinking. I am a positive thinker when I really can master something, or vice versa.]

The strategy used by Fitri in reducing her anxiety is by praying. The researcher tried to deeply dig Fitri’s strategy by giving feedback to Fitri so she can described more about her strategy. Further, she explained that first she will pray then she keep positive thinking. In addition, she considered herself as a positive thinker when she really can master something.

***Group Strategies***

Group strategies are the strategies used by Fitri and others, whether they are Fitri’s friends, teachers or families, in improving her English language. Thus Fitri did not rely on herself. As a human being, she still needed some assistance from other person. Fitri had some strategies that applied by gaining others assistance. Those are: Memory Strategy, Cognitive Strategy, Metacognitive Strategy, and Social Strategy.

***Memory Strategy***

*Remembering new information*

The researcher explored the group strategy used by Fitri in terms of remembering new information.

**Interviewer**: *jadi bagaimana cara ta ingatki tenses atau kosakata baru yang kita dapat?*

[So how do you remember tenses or new vocabulary?]

**Subject** : *dimengerti dulu kak, baru latihan sendiriki dan sangat membantu itu juga kak kalau diajari temanta, meskipun nda terlalu dimengerti kalo sama-samaki belajar, diksi mengerti temanta jadi gampangmi diingat itu sama saya catat juga kak biasanya.*

[Firstly, I understand it, then I practice it and it’s very helpful as well when I teach my friends, even I don’t really understand the material but if I studied together, I try to make my friends understand the material, it will be easy for me to remember, and usually I write it in a note as well]

**Interviewer**: *itu kan tadi carata ingatki tentang tenses, kalau kosakata bagaimana?*

[That’s the way you remember tenses. What about vocabulary?]

**Subject** : *Kosakata? Em.. saya catat dulu kak, terus saya tulis di kertas terus tempel di dekat ranjangku. Jadi setiap ka mau tidur atau lagi istirahat ka bisaka liat terus itu kosakata, lama-lama dihapalmi juga itu kak, sama sebisa mungkin ku praktekki.*

[I write it down, and then I write it in a paper, stick it near my bed. So every time when I want to sleep or I want to take a rest, I can always see the vocabulary. No longer, I can memorize it, and I try to practice it as well]

Fitri stated above, she had a different way to memorize pattern and vocabulary in English. In memorizing the pattern of English, she tends to understand it, practice it then she tries to teach her friends, by this way; she would be easier to understand the topic or the material she had learned. While in memorizing vocabulary in English, she write it in a paper and stick it near her bed, so it will be easy for her to naturally memorize it because when she wants to sleep or takes a rest, she will see the vocabulary. In the case of memorizing patterns of English, the group strategies applied by Fitri is by discussing through sharing and teaching with her friends. This strategy applied by Fitri because she considered that it will be easy for her to remember the patterns of English by using the group strategy.

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***Metacognitive Strategy***

*The way in studying English*

The researcher elaborated how Fitri prefers to learn English. How she studies for her English classes.

**Interviewer:** *bagaimana carata belajar bahasa Inggris di kelas? Maksudnya kita suka belajar dengan cara yang bagaimana*?

[How do you study for your English classes? how do you prefer to learn English?]

**Subject** *: Diskusi kak sama teman-teman. Karena kalau ada yang nda dipahami, temanku bisa jelaskan ke saya, begitupun sebaliknya kak.. dan dengan begitu juga gampangmi saya ingat itu materinya.*

[I prefer to discuss with my friends, because if I don’t understand something, my friends can explain to me, and vice versa. And by this strategy, it will be easy for me to remember the material.]

In English class, Fitri preferred to study with her friends through discussion. By discussion, she has a chance to teach her friends, and vice versa. She considered that it will be easy for her to remember the material by sharing with her friends.

***Social Strategy***

*Practicing English*

In this case, the researcher investigated how Fitri practices her English outside the class.

**Interviewer** : *bagaimana kau mempraktekkan bahasa Inggris di luar kelas?*

[How do you practice speaking outside class?]

**Subject** : *ya.. speaking ji kak dengan teman-teman, kan 24 jam.. hehe*

[I speak to my friends, I speak English 24 hours.]

Due to how Fitri practice her English outside the class, since Fitri lives in the dorm, thus Fitri has to use English 24 hours with her friends. It is one of the rules of UMIBS that should be obeying by Fitri as the student there.

**Motivations**

Based on the interview and observation result, the researcher found that there were several motivations stated or clarified by Fitri. Those motivations were categorized into two main categories that are integrative motivation and instrumental motivation. The integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation. It was hypothesized by Gardner that an integrative motivated learner would tend to have more positive attitudes towards the target language; also this learner would be more likely to expend more effort in learning the language, while learner with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college.

***Integrative Motivations***

Due to integrative motivation, Fitri had high motivation in learning English as foreign language. The researcher found some statement that clarified by Fitri regarding her integrative motivation in learning English.

*If English is not a compulsory subject*

The researcher needed to know Fitri’s opinion about how if English is not a compulsory subject.

Interviewer : *Seandainya bahasa Inggris nda di ajarkan dalam kelas, apami yang akan kita lakukan*

[Suppose that English is not taught in the classroom, what will you do?]

Subject : *em.. apa di’ kak.. hehehe.. mungkin akan rajin-rajinka ke pare, atau ambil kursus di sini*

[May be I will be diligent to take course in Pare or in here.]

Interviewer : *terus untuk apaki mau kursus?*

[Why do you want to take a course?]

Subject : *supaya saya masih bisa belajar bahasa Inggris kak, menurutku belajar bahasa Inggris itu menyenangkan*

[In order that I can still learn English, because I think English is fun.]

Due to Fitri’s clarification regarding if English is not a compulsory subject that have to be learned inside the classroom, she clarified that she will take course in Pare or in here. This means that Fitri will still try to find the ways to learn English, even though English is not taught in the classroom.

*Doing homework*

In doing homework, all the students will have different ways to take some responsible of it. Some of them will do it when the deadline is close; some of them will not do it, etc. In this case, the researcher elaborated when homework is given to Fitri, what she will do.

**Interviewer** : *terus kalau dikasiki PR, apami yang akan kita lakukan?*

[What will you do if teacher gives you homework?]

**Subject** : *pulang sekolah langsungma kerja PR nya kak, karena nda terlalu ku suka tunda-tunda kalau ada PR ku, dengan adanya juga PR kak saya jadi lebih bisa memahami materi yang diajarkan sebelumnya*

[After school, i immediately do my homework, because i do not like to postpone when i have an assignment to do. By the presence of homework i will be more understand the material that have been taught previously.]

As Fitri stated above that when homework is given to her, she will immediately do the homework, because she does not like to delay her work. Further, she explained about the benefit of homework for her. She stated that homework will increase her knowledge, because she will be more understand the material that given to her through homework.

***Instrumental Motivations***

Due to instrumental motivation, Fitri had high motivation in learning English as foreign language. The researcher found some statement that clarified by Fitri regarding her instrumental motivation in learning English.

*The aim in learning English*

The researcher explored what is the aim of Fitri in learning English.

**Interviewer** : *Terus.. Kenapaki mau belajar bahasa Inggris? Apa tujuanta?*

[Why do you want to study English? What is your goal?]

**Subject** : *Tujuanku kak? Em.. karena saya mau keliling dunia kak. Mauka belajar di negaranya orang*

[I want to travel around the world. I want to study abroad]

As fitri stated above that the aim of why she wants to learn English is because she wants to travel around and she wants to study abroad. As a matter of fact English is international language and most of the students who learn English as the foreign language have high intention to travel around the world and study abroad.

***Study Habits***

Study habits refer to the way the subject uses her time to learn speaking ability in her time from class hour until sleep hour. From the four time observation, the subject was found to regularly use English and Arabic in any activities.

*“Saya mendengarkan mereka bercakap dengan bahasa Inggris. Mereka sama sekali tidak menggunakan bahasa lain selain bahasa Inggris. Materi speaking yang sering dipraktekkan oleh Fitri hanyalah berkisar tentang percakapan sehari-hari.”*

[I listen to them talk in English. They did not use a language other than English. The speaking material which was often practiced by Fitri just around everyday conversation.]

*(FN 02, Observation fieldnotes, 13th of May 2015)*

Fitri as the subject in this research was found use English, and she did not use any languages but English. The speaking material that used by Fitri is only around her daily conversation, it is not found that she speak about English material that she learned in the classroom. After school, Fitri back to the dorm, she prayed and lunch with her friends. Only few minutes, Fitri has to back to the class to join a special afternoon class for English and Arabic respectively on Saturday, Sunday and Wednesday after midday prayer from 14:00 to 16:00.

*“Siang ini Fitri mengikuti kelas sore. Fitri menyiapkan buku tulis dan handbooknya. Kami bersama-sama menuju kelas. Sepanjang jalan saya pun sempat sedikit menanyakan tentang kebiasaan belajarnya. Ketika pelajaran dimulai, saya agak kaget mendengar beberapa santri yang bercakap dengan mengubah dari Inggris ke Arab atau sebaliknya. Begitu juga dengan dialek yang mereka gunakan. Mereka berbahasa Inggris atau arab namun menggunakan dialek bahasa lokal atau bahasa Makassar. Mereka menambahkan affix pada beberapa kata seperti ‘little-mo’ or ‘-mi’, dalam bahasa Arab seperti ‘khalas-mi’ yang artinya sudah selesai untuk merespon gurunya ketika mereka telah mengerjakan tugas yang diberikan.”*

[This afternoon Fitri has an afternoon class. Fitri prepared her notebooks and handbook. We went to class together. Along the way I also had a little inquire about her study habits. When class started, I was surprised to hear some of the students were talking with the switch from English to Arabic and vice versa as well as the dialect they used. They speak English or Arabic but use local dialects or Makassarese languages. They added affix in a few words like 'little-mo' or '-mi', in Arabic as 'khalas-mi' which means it has been completed in response to the teacher when they have been working on a given task.]

*(FN 02, Observation fieldnotes, 13th of May 2015)*

In that class, she was found to actively speak English and Arabic with their mates and teachers. It was very interesting to see that sometimes she switched the codes English to Arabic or vice versa during the class hours. The manner was not very formal since the students, including the subject, tended to speak English and Arabic using local language dialects. Some affixes coming from Makassarese language such as [-mo] means ‘only’ in some words like ‘little-mo’ or [-mi] in an Arabic word like ‘khalas-mi’ means ‘done’ to respond to her teacher when she finished doing a task. On the other day, she joined ‘Tapak Suci’ a self-defence sport and ‘Hizbul Wathan’ (Scouting). During the activities, she spoke English or Arabic even though the instruction in Bahasa Indonesia.

***Social Environment***

Social environment in learning speaking ability is another variable that investigated in this case study. It refers to the social situation and social relationship between Fitri and others.

**Interviewer** : *Kalau di pesantren ini sehari-harinya pakai bahasa apa?*

[What language do you use everyday in UMIBS?]

**Subject** *: Pakai 3 bahasa kak*.

[I use three languages.]

**Interviewer** : *Bahasa apa saja?*

[What kind of languages?]

**Subject** : *Bahasa Inggris, Arab sama Indonesia*

[English, Arabic and Bahasa Indonesia]

**Interviewer** : *Ada waktu khususnya? Maksudnya tiap kapan pake bahasa arab, inggris atau Indonesia.. atau tidak ada waktu khusus, kapapun santri mau pake bahasa apa saja..*

[Is there any specific time, I mean in what time you use Arabic, English or Indonesia language, or you don’t have any specific time, whenever students want to use any kind of languages.]

**Subject** : *Ada harinya. Kalau sekarang kak per minggu. Jadi minggu ini pakai bahasa Arab, minggu depan inggris. Begitu seterusnya*.

[There is specific time. This week we use Arabic, next week we use English, and so on.]

**Interviewer** : *Maksudnya senin sampai minggu?*

[Do you mean from Monday to Sunday?]

**Subject** : *iya kak*

[Yes]

**Interviewer** : *terus kapan pakai bahasa Indonesia? Diselip-selip ji pada saat ngomong bahasa Inggris atau Arab? Atau waktunya juga?*

[When you use Indonesian language then? Do you use the language when you speak English or Arabic? Or there is a specific time?]

**Subject** : *hehe.. ada kak. Hari jumat. Karena hari itu pesantren juga libur, jadi nda sama dengan sekolah lain yang libur hari ahad. Kalau di sini hari jumat liburnya, disitumi juga santri bebas berbahasa.*

[We use Indonesian language only on Friday. Because at that time is UMIBS holiday, so it’s quite different from other school. In UMIBS, Friday is holiday time; the students have a free day as well to use Indonesian language.]

In terms of language use, Fitri, her friends and her teachers used English and Arabic from Saturday to Thursday (24 hours a day) except on Friday. On Friday, they used Bahasa Indonesia or local languages. In the classroom, Fitri used English and Arabic with her friends and her teachers who taught foreign languages. To the other teachers, Fitri and her friends used Bahasa Indonesia.

**DISCUSSION**

***Language Learning Strategies***

After the researcher analyzed all the phenomena that she found during the research in the previous part, there were several learning strategies performed by the successful student of UMIBS, Fitri. Those learning strategy were based on oxford classification. Oxford (1990) in his study “Language learning strategy” (LLS) classified the LLS into two main categories namely direct and indirect strategy. The direct strategy divided into three sub categories, those are memory, cognitive, compensation, and indirect strategy into three sub categories namely metacognitive, affective and social strategies. Both of those majors and its sub categories performed by Fitri in different learning situation, such as in the classroom and in her dorm. In direct strategy, Fitri performed all of the strategies while in indirect strategy, affective and social strategy was dominated strategies performed by Fitri.

In memory strategy, Fitri tried to relate the previous English patterns that have been memorized when she learned new English pattern. Such as she learned past time pattern as the previous knowledge and when she learned passive voice as the new knowledge, she used her previous knowledge to learn the new knowledge. . It is similar to oxford’s classification that input some vocabularies or new words when speaking was the part of the creating mental linkages, placing new words into a new context (oxford 1990: 18).

In cognitive strategy, repetition, giving a sign, writing in the piece of paper then sticks it near her bed, and practicing English to the friends were the actions performed by Fitri in his learning activities. Repetition was the action performed by Fitri in order to understand or comprehend something. Because of she is a forgetful person, she found some difficult in comprehended the knowledge. Thus she had to repeat the lesson until she understood. Repetition was often used to master math and series of numbers, learning a foreign language. Repetitions have an impact on the ways people make meanings. In this respect, Johnstone et al (1994) argued that repetition created a cognitive effect. Repetition helped her to improve speed in acquire and understand something new. Likewise, Tannen (1989) argued that repetition in conversation is a type of spontaneous prepatterning, and that prepatterning and automaticity are means for speakers to interact, using repetition as a basis for creativity. She also pointed out that “there is a universal human drive to imitate and repeat”.

In compensation strategy, there were several actions employed by Fitri such as using verbal and non-verbal signs or body language, and the synonym. The mentioned strategies, gesturing and synonym using are purposed to covering the limitation or certain terms that might be forgotten or totally unknown during the conversation. Gestures are either used for purposes of emphasizing spoken words or to express feelings and emotions (Calero, 2005: 94).

In metacognitive strategy, Fitri employed some actions, such as repeating or overvieweing the material when she arrived in the dorm. It is similar to Oxford’s classification (1990) in category of Metacognitive strategy. Overviewing and linking with already known material is a key concept, principle or set of materials in an upcoming language activity and associating it with what is already known.

In affective strategies, praying and keep positive thinking, and self encourage were the three sets of strategies that Fitri performed in her learning approaches. Praying and keep positive thinking were the ways she did to reduce her anxiety during the speaking process. Language learning anxiety constitutes a specific kind of anxiety, aroused by situational factors such as tests, speaking in front of class, and being called on by the teacher (Horwitz, & Cope: 1986; Macintyre & Gardner: 1989, 1991 in Yunghee sheen).

Due to social strategies, there were several actions employed by Fitri. She deliberately seek opportunities to practice her knowledge and to be exposed to the target language such as study with friends, asking friends and teachers, discussing with friends and make a study group. When Fitri need assistance she tends to find someone else to assist her, this is related to the social strategy populared by Oxford (1990) that is asking for clarification. Oxford stated that asking for the speaker to repeat, paraphrase, explain, slowdown, or give example; asking if specific utterance is correct or if a rule fits a particular case; paraphrasing, or repeating to get feedback on whether something is correct.

Diagram 1.1 The relationship between phenomena and data presentation

* Memory Strategies

Open her note, mixed learned vocabulary and new vocabulary then practice it, teach her friends, write new vocabulary/pattern in a paper and stick it near her bed, memorizing, practicing alone. Ask friends or teachers, practice with friends or dorm-keeper. Discuss with friends through sharing.

* Cognitive Strategy

Understand the new information, write it, and then made a sign by circle it, discuss it and practice it.

* Compensation Strategy

Circle new vocabulary in written text, highlight it, and find the meaning in the dictionary, and write the meaning in written text.

Ask the speaker to repeat when she doesn’t understand what the speaker stated, using verbal and non verbal sign when she doesn’t know what to say in English

* Metacognitive Strategy

Repeating, reopen her notes, write the correction in a paper then stick it near her bed. She will know that she already made progress from the score of her learning report and score of her English assignments. Discuss with friends

* Affective Strategy

Feel fun to learn English. Pray and keep positive thinking. Follow some English programs to encourage speaking English.

* Social Strategy

Ask the assistance from friends or teachers. Practice English 24 hours 6 days a week with friends, dorm-keeper or teachers.

***Learning Motivations***

The findings revealed that Fitri’s motivation was based on both of motivations, those are integrative and instrumental motivation. Due to integrative motivations, Fitri had some motivations, those are: first, when she was given the difficult material she likes to solve it because she loves challenges. Second, if English is not a compulsory subject, she would still find another ways to learn English by joining courses. Third, when Fitri was given a homework, she would directly do it because she did not like to delay her homework, she further stated that homework will increase her knowledge, because she will be more understand the material that given to her through homework. Fourth, Fitri considered that score is important for her, it can be concluded when her teacher returned or scored her assignment, she would directly checked her score and then checked whether she has mistaken or not regarding the assignment. Fifth, when Fitri hear good English song, she wrote its lyrics, and then she translated it in order that she can know the meaning of the song. Sixth, Fitri considered that learning English for her is something fun. The last integrative motivation employed by Fitri is related to learning abroad, she has some reasons why she wants to learn abroad, she wants to learn abroad because she wants to know how it feels when she learns outside her country, the culture of people in America and the last is how it feels having a conversation directly with the native speaker.

Due to instrument motivations, Fitri reported that she used her spare time to study because she wanted to prepare herself to go abroad, the aim of why she wants to learn English is because she wants to travel around and she wants to study abroad, and the last is by her parents’s advices about the importance of English language, one of them is it will be easily to find a job later, make her motivation grow.

Those findings supported some of the previous researchers which agreed that both integrative and instrumental motivations are important and both can lead success in learning language. Reece & Walker (1997) stated that the motivation is a key factor in the second/foreign language learning process. They emphasized that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. It also supported that integrative and instrumental motivation in many cases supporting each other. They are sometimes integral part that was not easy to separate. Gardner and MacIntyre (1991) for example, investigated the effects of integrative and instrumental motivation on the learning of French/English vocabulary, and found that both interactively and instrumentally motivated subjects learned the vocabulary faster than subjects not well motivated.

Diagram 1.2 The relationship between phenomena and data presentation

* Loves challenge by solving difficult material
* Join English course
* Directly do her homework without delay it
* Score is important
* Translate the lyric of English song
* Loves to learn English because it’s fun
* Wants to learn abroad because wants to know howto learn abroad, the culture, and how to speak directly to the native speaker.
* Used spare time to study English to study abroad
* Study English because wants to travel around the world and study abroad
* Study English because her parents’ advice that it will be easy to find a job later.

***Study Habits***

Habits in learning were obviously factors contributed to the success of learning a language. Fitri was found to actively use English and Arabic in all of her activities in the boarding school. She did not care whether her English was good or bad, she kept on speaking. According to Krashen (1982: 10) there are at least two ways to develop competence in a second language. Krashen claims the two ways we achieve understanding are through acquisition and through learning. Second language acquisition is similar to the way children acquire their first language. The process is both subconscious and natural. The users are unaware that they are acquiring the language.

However, they are aware that they are using the language for communication. They are not aware of the language rules and have little explicit knowledge about the language they are using. In other words, acquisition as described by Krashen, is “picking-up” a language in natural ways. Although the process of having the foreign languages was done through learning, to some extent Fitri spoke as if she acquired the language subconsciously. When she talked to her mates in or out of class, she used English and Arabic alternately with some features of pidginization or a grammatically simplified form of a language with elements taken from local languages, used for communication between people not sharing a common language. It sounded more like Tok Pisin, an English-based Creole used as a commercial and administrative language in Papua New Guinea.

Diagram 1.3 The relationship between phenomena and data presentation

* Fitri used English and Arabic in all of her activities in the boarding school. She did not care whether her English was good or bad, she kept on speaking.
* When she talked to her mates in or out of class, she used English and Arabic alternately with some features of pidginization or a grammatically simplified form of a language with elements taken from local languages, used for communication between people not sharing a common language.
* In the case preparing a speech, there were times in which Fitri prepared her speech and practiced it in public.
* One factor that led her to have imperfect pronunciation was the low level of exposure she should have obtained from the native speakers of the language. The school ruled that TV, radio and cellular phone as source of information were not allowed except on Fridays for TV and radio.

***Social Environment***

Fitri’s success in improving speaking ability was also determined by the social environment in which she spent most of her time. As she spoke English and Arabic every day and was surrounded by the speakers of the two languages, Fitri had her golden time learning to perform English oral forms. In speaking the languages, Fitri did not care about the mistakes she made since other friends did the same thing. Fitri and her friends in UMIBS did not have a feeling of low confidence when performing the language in the same way the belief that what they did was merely a kind of leaning process. As a result, they supported, shared, cared, and helped each other to develop their language competence. The same was true for the dorm-keeper who always kept the learning process on and cared the students as if that they were her children. Such relationship was pertinent as the strong basis in developing language ability.

Although to some extent, some communication tools were forbidden for certain reason, Fitri was still able to perform at least the ‘Standard English’ and Arabic as she did not have many opportunities to communicate verbally to the native speaker. Nevertheless, the exposure variables were abundant and allow her and her friends to practice their languages with confident. The use of English and Arabic signs on the doorway or other places should be encouraged. This is what Krashen (1985) says as a causative variable to language acquisition. Together with low filter, when learner uses the second or foreign language more and more, although it is not proficiency, the language acquisition may take place. It means that if a learner lives in an environment where English is used as a medium of communication, and is more talkative, he/she will get more comprehensible input to be used. Yet, the length of time, 24 hours a week in six years, used to practice the language should also be taken into account when the proficiency is the target of achievement.

Diagram 1.4 The relationship between phenomena and data presentation

* Fitri spoke English and Arabic every day and was surrounded by the speakers of the two languages; Fitri had her golden time learning to improve speaking ability.
* In speaking the languages, Fitri did not care about the mistakes she made since other friends did the same thing. They did not have a feeling of low confident when performing the language in the same way the believed that what they did was merely a kind of leaning process. The same was true for the dorm-keeper who always kept the learning process on and cared the students as if that they were her children. Such relationship was pertinent as the strong basis in developing language ability.
* Some communication tools were forbidden for certain reason, Fitri was still able to perform at least the ‘Standard English’ and Arabic as she did not have many opportunities to communicate verbally to the native speaker. Nevertheless, the exposure variables were abundant and allow her and her friends to practice their languages with confident. The use of English and Arabic signs on the doorway or other places should be encouraged.

**CONCLUSION**

1. Fitri applied two strategies in her learning activities. Those strategies are direct and indirect strategies. Direct strategy included memories, cognitive and compensation strategy while indirect strategy covered metacognitive, affective and social strategy.
2. Due to language learning motivation, Fitri employed integrative and instrumental motivation. In both of motivation, Fitri more employed integrative motivation than instrumental motivation.
3. To achieve the success in improving speaking ability, Fitri intensively learned by certain preparations that she does almost every day. Preparation and practice of speaking skill are regularly the keys to her success. For every day speaking, she does not have to care about grammatical or lexical mistakes she might produce, she kept on talking instead. However, for public speaking such as delivering a speech in public, she prepared and practiced it and made some revisions to satisfy the audience. Through these factors, she got more confidence in improving her speaking ability.
4. Social environment where Fitri spent most of her time learning two foreign languages contributed to support Fitri in getting her success in improving speaking ability. The level of exposure as a causative variable in language learning or acquisition was found to be very rich. The length of time and plentiful of language exposure opportunity, well-maintained social relationship, and rich of comprehensible input from her physical environment allowed her to have more practice that led her to improve her speaking ability.

**SUGGESTIONS**

1. Language learning strategies will vary from learner to learner and every learner has his/her own strategies. The successful student of UMIBS established all the strategies, both of direct and indirect strategies.
2. Learning motivation is another predictor of the success in improving speaking ability. For a learner to have success in improving speaking ability, he/she should have a high level of integrative and instrumental motivation.
3. To be able to improve speaking ability, every learner should establish good study habits by which the language competence will be developed. Learners should not worry about making mistakes in speaking ability as mistakes are a sign of learning process. Confidence will be acquired through planning and practicing the oral forms regularly and will lead the learners to achieve success.
4. There should be sufficient or well-maintained social environment as an exposure variable context which functions as an external motivation. Such motivations will drive the learners to achieve their best in improving speaking ability.

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