



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i6/13961> DOI:10.6007/IJARBSS/v12-i6/13961

Received: 11 April 2022, **Revised:** 12 May 2022, **Accepted:** 24 May 2022

Published Online: 02 June 2022

In-Text Citation: (Rajan et al., 2022)

To Cite this Article: Rajan, S. T., Sanmugam, N., Rajendran, A., Sinnivasagam, P., & Hashim, H. (2022). The Use of Memory Strategies Training in Enhancing Speaking Skill among Year 6 ESL Learners. *International Journal of Academic Research in Business and Social Sciences*. 12(6), 197 – 214.

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Vol. 12, No. 6, 2022, Pg. 197 – 214

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The Use of Memory Strategies Training in Enhancing Speaking Skill among Year 6 ESL Learners

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Abstract

Speaking skill is an intrinsic part of communication among humankind. Undeniably, speaking fluently requires people to have a vast amount of vocabulary as it is important for message interpretation and communication as a whole. In Malaysia, it is undoubtable that learners are able to achieve high proficiency in English in spite of being non-native speakers but the same does not apply to all. The number of learners that struggle to acquire English certainly outnumbers high proficiency level learners. The fundamental problem to this situation leads to the very basics itself, lack of vocabulary knowledge, thus hindering learners from speaking English efficiently. Therefore, this study aims to investigate whether Memory Strategies Training (MST) could help Year 6 ESL learners in speaking skill by enhancing their vocabulary. A quantitative approach was carried out with the participation of 40 Year 6 learners from a primary school in Nilai, Negeri Sembilan. The 15 speaking strategy items questionnaire were adapted from Cohen & Oxford's Young Learners' Language Strategy Use Survey. The outcome of this study shows that this memory learning strategy is crucial in raising the learner's competency to an ideal level. Henceforth, the study was able to identify an appropriate language learning strategy for improving the Year 6 learners' speaking skill thus aids in elevating their confidence in using English in their daily conversation.

Keywords: Language Learning Strategies (LLS), Memory Strategies Training (MST), Speaking Skill.

Introduction

Vocabulary acquisition is doubtlessly an important part of language acquisition but it was not an area of concern until the twentieth century (Ibrahim & Alshami, 2022, 37). After educators began to give greater importance to vocabulary acquisition, they all agree that it is fundamental to master vocabulary for the learners' overall language development (Alqahtani, 2015, 21). According to Hamad (2013), the lack of vocabulary hinders learners from mastering speaking and this indirectly impacts the students' confidence level in speaking English. Similarly, Schmitt (2008); Mediha & Enisa (2014) asserted that vocabulary and language mastery goes hand in hand and communication is practically impossible without having an array of vocabulary for messages to be conveyed between two people. In fact, research by Jon

et al (2022) listed lack of vocabulary as the number one factor for EFL learners' lack of fluency in speaking. Despite the drawbacks, these issues of lack of vocabulary knowledge and mastering speaking skill can be revamped with the aid of Language Learning Strategies (LLS). Since the 1970s, LLS has been found to play a significant role in English learning to non-native learners. Oxford (1990) had classified LLS into two groups; direct and indirect strategies. Thereby, Memory Strategies Training (MST) falls under the direct LLS strategy. MST parallelly has to do with memorisation whereby learners will store and retrieve new information as they learn. However, the study of the relationship between MST, vocabulary acquisition and speaking skill is very limited.

In Malaysia, the teaching and learning of English can be traced back to pre-independence years. From Teaching and Learning of Mathematics and Science in English (PPSMI), To Uphold the Malay Language and to Strengthen the English Language (MBMMBI) up till Common European Framework of References for Languages (CEFR), these education policies played a major role in the education system and to the learning of English as the Second Language (ESL) (Kashinathan & Abdul Aziz, 2021, 986). Besides that, in 2014, 21st-century learning was implemented, and great emphasis was given to 4C's: communication, cooperation, creativity and critical thinking. In spite of all the effort, questions have been raised regarding learners' deterioration in English language (Radhi, 2019). What worries more is that the English language is an important requisite for learners to access opportunities around the world and students with low proficiency might fall behind in the competition for talent, jobs and investments (Xian, 2022).

In other words, it is not a requirement to learn English but it is a necessity in order to compete in this competitive era (Xian, 2022). The root problem can be seen at schools where written English is given more emphasis rather than spoken English (Selan, 2021). In order for students to grasp speaking skill, teachers, at the very basic level, should engage learners in speaking activities, materials and assignments to boost their motivation (Rusli et al., 2018, 687). Therefore, the objective of this study is to investigate whether Memory Strategies Training (MST) could help Year 6 ESL learners to enhance vocabulary in speaking skill. The findings of this study would provide an exciting opportunity for teachers to advance their knowledge in MST and apply it in their lessons. Besides that, this study will be helpful for learners to explore their boundaries by applying MST to improve speaking skills.

Literature Review

Language Learning Strategy

Definition of Language Learning Strategy

Language learning techniques are procedures that help language learners meet cognitive objectives while improving their language skills. Learning techniques, according to Citra (2018), play a critical role in language achievement and desire, which improves when learners see positive outcomes. The main aim of LLS is to educate learners to be independent so that they can direct and guide their own learning. This is important so that learners can control the pace of learning according to their abilities, because no one can understand a learner better than he himself (Adan & Hashim, 2021). Language learning strategies are characterized by Abassi et al (2019), as thoughts, behaviors, attitudes, or emotions that are linked to a person's cognitive or learning style. It facilitates the acquisition and comprehension of new knowledge and abilities in a given language by learners." According to Biggs (1981), learning strategies are

a cognitive manner or style that pertains to how an individual conceptualizes meanings, learns a task, or solves problems in a learning assignment. Moreover, Griffiths (2013) defines language learning strategies as carefully chosen thoughts to address specific problems in language attainment in a context, Oxford (1996) defined language learning strategies as specific actions, behaviors, steps, or techniques that enable language learning to become more autonomous and effective in new learning situations. Techniques for language acquisition can be used to improve academic achievement, time and effort management.

Categorization Language Learning Strategies

Memory strategies, cognitive strategies, compensatory methods, meta cognitive strategies, emotional strategies, and social strategies are the six types of language acquisition approaches defined by (Oxford, 2011). Memory, cognition, and compensatory methods were used directly, whereas meta cognitive, affective, and social strategies were used indirectly. These six ways can be used for a variety of activities and learning settings, and they occur both directly and indirectly throughout the learning process. Learners who employ more speaking learning strategies to improve and strengthen their speaking talents have a better probability of doing well on speaking skills assessments, according to Saputra and Subekti (2017). This emphasizes the importance of learners understanding how to use language learning approaches as well as defining themselves as competent language learners.

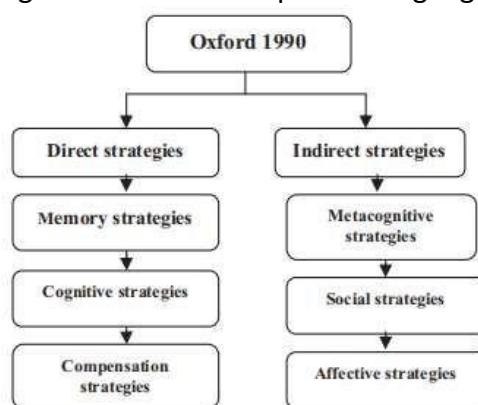


Figure 1. Taxonomy of Language Learning Strategies

Memory Strategy Training

In a learning setting, a memory strategy is a method of processing new information. Memory technique is sometimes referred to as a useful method of learning and memorizing new terms. The mind can store up to a trillion pieces of knowledge, according to Oxford (1990), but only a small percentage of that can be utilized unless the learners employ memory techniques. Creating mental links, using imagery and sound, assessing entirely, and using action are the four components of the memory strategy. According to Pressley et al (1981), learners who employ keyword strategies to recall vocabulary items in both their first and second language have superior contextual language learning results. For effective language learning, each subset of language learners has its own set of approaches and behaviors. Memory methods should be established early in the language acquisition process. This memory technique may assist you in recalling words for an extended length of time.

Learners use memory methods in school to keep or store a range of information in a learning context. Elaboration, mental imagery, mnemonics, an organization, and practice all appear to be significant components of long-term memory. According to Ornstein et al. (2009), teachers can employ memory-related language in a variety of ways to assist learners remember

content. Adopting a memory approach, according to Oxford and Ehrman (1995), can help native English speakers improve their skills. This is the most well-known and suggested memory strategy for improving classroom learning and studying a foreign language on purpose.

Speaking Skill

Speaking is an interactive process of meaning production that involves producing, receiving, and digesting information. According to Sripada (2020), improved communication skills enable learners to express their thoughts and approaches to spoken English, assisting them in obtaining and understanding information from others, expressing their perspectives, feelings, and viewpoints, and resolving problems and concerns. Speaking is described as the ability of learners to express themselves orally, coherently, fluently, and appropriately in a given meaningful context for transactional and interactional objectives, employing correct pronunciation, grammar, vocabulary, and pragmatic and discourse rules of the spoken language.

Listening, speaking, reading, and writing are the four categories in which English is taught (Hashim et al., 2018). Because it is utilized to perform in a complex discussion, speaking is the most crucial skill in language learning. To communicate effectively, English language learners should be familiar with language components such as pronunciation, grammar, vocabulary, fluency, and understanding. In order to communicate with others simply and successfully, learners must have a sufficient grasp of the English language. According to Rao (2019), speaking is the most important of the four key language skills in learning a foreign or second language. Speaking ability is the ability to transmit thoughts and information orally. We should use the language in real-life circumstances to encourage learners to speak English. Learners must be able to communicate their feelings and thoughts, so they must be able to speak. As a result, ESL learners in the classroom are overlooked for this skill, and they do not have enough opportunities to speak English effectively.

Poor Speaking Skills among Primary ESL Learners

One of the qualifications that every ESL learner must meet is the ability to converse in English. When it comes to English speaking skills, ESL learners frequently confront a range of challenges. The lack of vocabulary is the most typical issue that learners experience. According to Evelyn (2018), language mastery encompasses skills such as speaking, listening, reading, and writing, which are all dependent on a person's vocabulary mastery. The most significant aspect in a learner's ability to speak a foreign language is their vocabulary. It will be tough for learners who lack vocabulary to talk properly. This can be aggravating, and it frequently interrupts their discourse. Another obstacle to learning is a lack of confidence. Because of their concerns and fears, learners' journeys in using English might be exceptionally difficult. Some learners may appear to have it naturally, but it is something that must be developed over time for others. This issue causes learners to lose their capacity to speak English in front of others, and they may acquire nervousness while speaking language assertively as a result.

The lack of an atmosphere where English is spoken. This is thought to be a role in ESL learners' lack of proficiency. The importance of the environment in the learning process of a language should not be overlooked. Learners' learning achievements are frequently hampered by a lack of opportunities to speak English. A constrained learning environment does not provide sufficient

exposure to English. Traditional classroom methods, such as textbook-based education, are used by teachers. The teacher is compelled to return to more teacher-centered classroom practice as a result of the learners' low competence level (Spawa & Hassan, 2019). According to Krishnan et al (2020), curriculum designers and policymakers should examine the existing curriculum, which stresses workbook drills to develop grammatical correctness. When it comes to real-world communication, learners are denied this type of learning. In order to improve their fluency, learners require a curriculum that allows them to practice interpersonal and presentation skills.

Good Language Learner

In today's society, learning a second language is a challenge for language learners. It's vital to have a firm grasp on the language's purpose and how to learn it. Learners can improve your language learning skills by understanding the characteristics of a good language learner and how they connect to the language. According to Zare (2019), the need for language learning strategies originates from a need to understand and grasp the qualities of a good language learner. The utilization of effective language learning tools is essential for success. An exceptional show of commitment to accepted language learning techniques that would lead to effective language acquisition was sparked by a good language learner. This statement is supported by the research conducted by Hashim et al (2018), which mentions that learner's resort to language learning strategies to become a good language learner. In addition, successful language learners regard themselves as risk takers.

Malihah (2018), defines a prospective language learner as someone who is willing to take risks in their learning and is not afraid to be wrong in their own way. Unless something goes wrong, there will be no learning. Language learners who are prepared to make mistakes and take chances in order to improve their language skills are more likely to acquire the language quickly and effectively. A high level of self-confidence is linked to the ability to make mistakes while learning a language. It enables young people to participate in society while also serving as a stepping stone to more advanced language studies. According to Asmin & Yumru (2020), they have rejected the idea of identifying how a successful language learner would portray themselves using a variety of characteristics. They stated that there should be no limitations on what constitutes a successful language learner because everyone's behaviours and learning styles are unique.

Methodology

Research Design

A quantitative survey design was used in this study. Quantitative survey research, according to Creswell (2012), allows a researcher to collect numerical data from a small group of people via a series of questionnaires that describe patterns in a population's practices or attitudes. This survey method can be used to find out the extent to which Year 6 learners in a primary school in Nilai use learning strategies for speaking.

Sample

The samples for this study were selected from a primary school in Nilai and are all Malays. A total of 40 Year 6 students, 18 boys and 22 girls, were selected for this study (see table 1). The technique of purposive sampling was used in this study to answer the research question. Palinkas et al (2013) explains that purposive sampling is a technique in which samples are

selected to participate in the study based on their own judgment and subject knowledge. Their level of English is classified as B1 and B2 according to the Common European Framework of Reference (CEFR).

Table 1

Number of Pupils According to School, Gender, Proficiency Band and Age

School	No.of Respondents and Age	Gender	Proficiency Band
School A	40 (12 years old)	22- Female 18- Male	B1 and B2

Research Instrument

A questionnaire was used to collect data for this study. To analyze the results of quantitative data, an instrument consisting of specific questions and answers is required (Creswell, 2012). The research instrument was adapted from Oxford et al Language's Strategy Use Survey's Speaking Strategy Use section (2002). The questionnaire consisted of two sections, namely Section A on personal background and Section B on reading comprehension problems with 15 items.

Table 2

Description for Each Section

Section	Description
Section 1: Item 1 - 5	Strategies to Practise Speaking
Section 2: Item 6 - 9	Strategies to Engage in Conversations
Section 3: Item 10 - 15	Strategies for When I Can't Think of a Word or Expression

Each item on the questionnaire was on a 4-point Likert scale ranging from 4 to 1 and participants had to rate themselves. A score of 4 represented "I often use the strategy. (More than 4 times a week)". A score of 3 meant "I sometimes use the strategy. (3-4 times a week)." A score of 2 meant that the answer was I seldom use the strategy. (1-2 times a week) and a score of 1 meant that "I never use the strategy" with the item at all. The following is a description of the Likert scales:

Table 3
Likert Scale Description

Scale	Description
1	I never use the strategy.
2	I seldom use the strategy. (1-2 times a week)
3	I sometimes use the strategy. (3-4 times a week)
4	I often use the strategy. (More than 4 times a week)

Data Collection Procedure

The questionnaire was distributed individually to the participants during an English lesson to describe their speaking learning strategies. The survey questions, divided into 3 sections, were explained before the participants answered them. After 20 minutes, the questionnaires were collected from the participants so that the researcher could proceed with the analysis part.

Data Analysis

The data collected from the questionnaires were calculated using simple descriptive statistics such as the frequency of the outcome and the overall mean to determine the level of strategy use. The percentage of each point on the Likert scale was then calculated and displayed in a table. Finally, a pie chart was created to show the overall percentage for each section. The participants' responses describe their level of language proficiency (speaking skill) in the use of language learning strategies.

Findings and Discussion

The findings of the research will be discussed in terms of three major varieties of speaking learning techniques that have been identified so far. It will be necessary to expand the discussion of learners' strategies as a result of the findings.

i) *Strategies to Practice Speaking*

Table 4
Frequency percentages of learners Use of Strategies to Practice Speaking

No	Item	Never (%)	Seldom (%)	Sometimes (%)	Often (%)
1	I repeat the words until I say them right.	5	20	25	50
2	I imitate the voice of the native speakers in the audio played by my teacher during the lesson.	0	25	25	50
3	I say new words learnt to myself.	0	5	32.5	62.5
4	I practice speaking in my class.	5	12.5	37.5	45
5	I practice speaking at home.	10	7.5	45	37.5

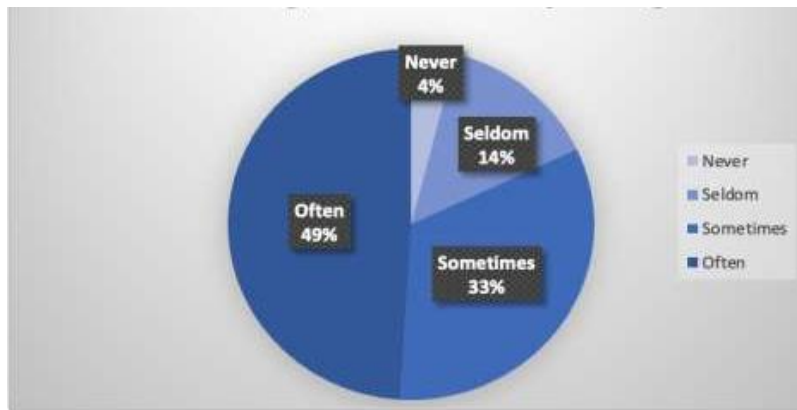


Figure 2: Analysis for Strategies to Practice Speaking

In general, most students use opportunities to practice speaking regularly. Item 3 was the most frequently used method to practice speaking (refer to table 4). Participants frequently repeat the newly learned words to themselves every day. This is a major contributor to the increase in percentage, although the overall study of methods for learning to speak (Figure 2) shows an occasional percentage of 47. This is because imitating the voice of native speakers from the learning audio and saying new words learned as a learner was never done by the learners in this analysis for item 2 and item 3.

About 33% of the learners said that they sometimes practice speaking in class and at home and pronounce freshly learnt words repeatedly to themselves. From the results, it appears that learners use items 4 and 5 regularly at school and at home. There could be a deeper reason why most students continue to speak the words they have learned before, which is also related to memory methods. This is done to ensure that learners over-learn the words and retain them in their memory. When learners learn words repeatedly, their subconscious stores them.

ii) Strategies to Engage in Conversations

Table 5

Frequency percentages of learners Use of Strategies to Engage in Conversations

No	Item	Never (%)	Seldom (%)	Sometimes (%)	Often (%)
6	I start conversations with people around me.	5	40	35	20
7	I try speaking with the little I know about the topic with the choice of words I learnt.	20	35	32.5	12.5
8	I plan what I will have to say.	12.5	12.5	50	25
9	I ask the other person to correct me while speaking.	5	10	50	35

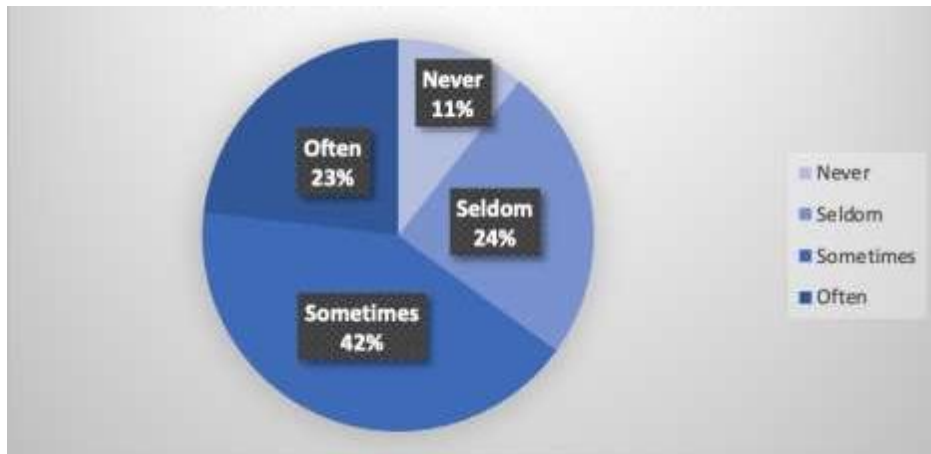


Figure 3: Analysis for Use of Strategies to Engage in Conversations

In terms of tactics for participating in a conversation, most learners plan what they will say (item 8) and occasionally ask others to correct them as they speak (item 9). This is the largest percentage of learners who achieved this out of all the items and frequencies of the categories. In addition, almost 20% of learners never tried to speak with the little information they knew about the topic using the sentences they had learned (item 7). This is the highest percentage found for this category. This clearly shows that learners lacked habits of talking about what they did not know. Cao et al (2021) point out that learners of English as a foreign language are anxious about speaking when they lack the relevant skills mentioned above. This helps us understand why the proportion of learners rejected this strategy.

Furthermore, more than 30% of learners rarely or never initiate interactions with people around them, which explains why the percentage of learners who rarely or never initiate dialogues with others is so high (item 6). The frequency table also shows that most learners (35%) ask individuals to correct them during a discussion in order to maintain their speech learning technique. Based on the results, more learners should consistently start conversations with their peers (item 6) and speak confidently with the little they know to improve their speaking skills (item 7). Memory tactics such as rehearsing words or speaking more frequently with people around them can also help learners improve their speaking skills. This will also help learners make fewer mistakes when speaking and build their confidence to speak more often.

iii) *Strategies to Use When I can't Think of a Word to Say*

Table 6

Frequency percentages of Learners Strategies to Use when I can't think of a Word to Say

No	Item	Never (%)	Seldom (%)	Sometimes (%)	Often (%)
11	I ask help from people around me.	30	25	40	5
12	I try to say it differently using the choice of words I know.	10	15	37.5	12.5
13	I use words from my own language.	15	20	45	20
14	I use the words from my own language but imitate the voice of native speakers that I've learnt in my prior studies.	25	25	40	10
15	I show gestures so that the person speaking to me understands what I'm about to say.	5	15	15	65

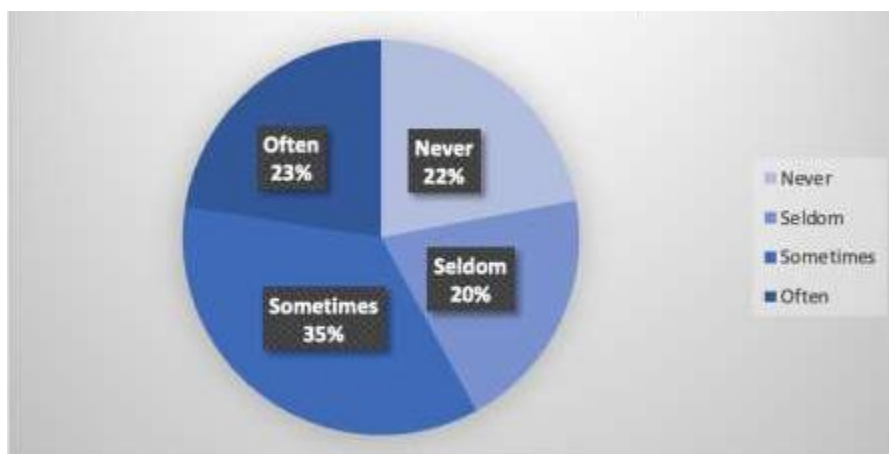


Figure 4: Analysis for Use of Strategies to Use when I can't think of a Word to Say

Among all of the approaches in Table 6, the majority of learners (65 %) frequently use gestures to ensure that the person they are speaking to understands what they are saying (Item 15). According to the overall percentage of strategies utilized, this has sparked the second highest percentage of them. Item 15 on the other hand, was the sole approach that was used frequently by more than half of the learners, or 65 % of them. It is clear that learners frequently switch to their native languages for a brief period of time if they are confident that the person with whom they are conversing can know what they're saying. Indirectly, this demonstrates that learners are more comfortable in their mother tongue and have a greater tendency to talk in their mother tongue naturally whenever the opportunity presents itself. When you are surrounded by people who are also learning English as a second language, the desire to do so grows even stronger (Cao et al., 2021; Mridha, 2020)

The largest contribution from (Item 11) results in "Never" holding a percentage of 22 percent in Figure 4, indicating that learners never ask for help when they can't think of a word to say even when they are completely out of words. When students lack understanding of the English

language, it is less probable that they will convey their thoughts verbally (Cao et al., 2021). Among the items in the "Seldom" category, which accounts for 20% of the total percentage, the most significant contributors are Item 11, in which learners rarely ask for help from those around them, and Item 14, in which learners rarely use the words from their own language but imitate it using the voice of native speakers, both of which are found in Item 11. These components together account for 50 percent of the total, with each item providing an equal percentage.

The "Sometimes" column, in which the majority of learners stated that they utilize words from their native language (Item 13) when they are unable to find a word that meets their preference while speaking, has the greatest overall percentage. As previously stated, Item 11 and Item 14 are the items that contribute the second highest percentage to the category "Sometimes." In spite of the fact that Items 11 and 14 have the same percentages for "Seldom," they are in direct opposition to the percentage held by "Sometimes," which makes up the second most significant contribution to the frequency percentage.

Overall Analysis for Speaking learning strategies

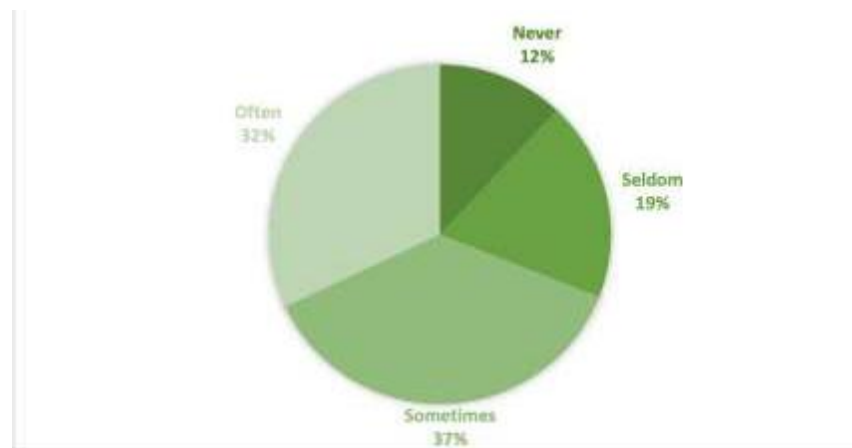


Figure 5: Overall Analysis for Speaking Learning Strategies

Learner's practice English speaking learning approaches on a weekly basis, regardless of the sort of English-speaking learning approach they are using, as illustrated in Figure 5. Data comes from a survey conducted in an urban area school in the state of Negeri Sembilan. The majority of students (37%) employ verbal learning strategies on a regular basis in their daily lives. Around 19% of learners reported they seldom use speaking learning strategies, which was the second lowest percentage in the entire study. Learners who have never employed verbal learning strategies in their life are the ones who follow the command, which amounted to 12% of the population. Based on the findings, we can conclude that the majority of learners engage in daily practice of spoken learning tactics.

To summarize the findings of this study, it is clear that most of the speaking learning strategies are used by Year 6 learners on a regular basis. Part ii and Part iii, which are frequently too concerned with practicing speaking and getting oneself corrected, as well as seeking to ensure that people understand what they are trying to say by making gestures, are the most prominent factors that contributed to this. This calls for special attention to those learners who are still unable to implement this method and rarely or never employ it. As a result,

teachers must think more favorably about learner-centered approaches involving learners by focusing more on activities connected to speaking abilities. At this point, it is appropriate to quote Rao (2018), who states, "When selecting themes, teachers must consider the learners' needs and interests, which leads the learners to work more on the supplied topics with interest and passion." Learners who are not yet ready to investigate speaking skills and memory methods might begin by exposing themselves to speaking learning strategies. If they do not expose themselves, it indicates that the learners who rarely or never employ these tactics lack interest, ambition, and encouragement to try something new. Asmin (2020) emphasized the importance of learners' intellectual curiosity and learning motivation in increasing their creativity, critical thinking skills, and academic performance in order to achieve this. This can be accomplished by actively participating in asking and replying to questions while studying. Bandura (1994) stated that high aspiration and strong dedication to goals, sometimes known as strong personal efficacy beliefs, are essential in this regard.

It is clear that English-speaking self-efficacy beliefs and English-speaking performance are linked. If the students are confident, they will perform well in the speaking section, and vice versa (Hui, 2012; Tuan & Mai, 2015). Aside from that, it is the teachers' responsibility to instill confidence in the learners, or to urge them to talk, and to instill in them the belief that it is okay for them to speak even if it is incorrect. It means that ideal teaching and learning activities are founded on learning motivation (Frenzel et al., 2019). A teacher should also teach learners the value of speaking English. Speaking English proficiently also allows learners to gain access to up-to-date information in disciplines such as science, technology, and health. All aspects of speaking ability must be mastered by the learners (Sari, 2019). This competence is a significant measure of someone's ability to speak English correctly and eloquently, particularly for the millennial population overall and English learners in specific (Budiarta & Krismayani, 2014, Antony et al., 2015). This viewpoint clearly reveals that speaking abilities entail a person's knowledge of a language (Moussu & Lurda, 2008, Sulam et al., 2019). The ability to talk allows learners to learn how to speak appropriately along the road. The ability to communicate verbally with others is referred to as the ability to speak. This skill provides an overview of the capacity to compile previously learned terminology into a series of structured speeches (Hasibuan, 2019).

Implications

Learners' speaking skills suffer from a lack of vocabulary growth. Vocabulary is an important ability to develop when learning to speak. People would not have enough chances to speak and express themselves if they had a wide sufficient vocabulary. For second language learners, vocabulary knowledge is typically considered as a hindrance to successful communication. During their studies, the students had problems in acquiring language in a more effective manner. Learners were obliged to rely on their professors to perform the responsibilities assigned to them caused by a lack of essential understanding of the learning subject and a lack of time. The language learners seem unable to finish the English task assigned to them individually in this case.

Another difficulty that language learners have encountered is their inability to acclimate to distinctions between spoken and written English. Without effective instructional intervention, the vocabulary gap between better and less experienced readers widens over time. The usage of vocabulary in spoken language is very different from that in written language. The

difference between spoken and written English creates challenges for students wanting to learn English more successfully. A conversation in a scripted play or film, for example, may differ from a story written in an untitled book. If a teacher is not aware of the distinction within an appropriate time frame, it may result in learners requiring assistance with the issue of conversational fluency and spoken English proficiency. As a result, in order to solve the issue, a suitable language learning technique should be developed so that learners can become fluent in English. The Importance of Using Memory Techniques in the ESL Classroom Language learning procedures are methodical approaches to efficiently overcoming language learning difficulties. Memory method is a direct technique since it integrates the target language immediately and freely. Memory methods are used in ESL classroom learning to aid learners in cognitively processing the language in order to absorb and recall content. This memory method supports learners in making connections between content and is capable of digesting information received for better understanding. Furthermore, this memory strategy is critical in motivating language learners to speak more successfully. The importance of language practice through social and peer contact was established in this study. Furthermore, this memory strategy motivates language learners to observe and use what they have learned in order to communicate effectively. As a result, this memory learning strategy is crucial in raising the learner's competency to an ideal level.

Conclusion

The study was able to identify an appropriate language learning strategy for the speaking proficiency of the participants in Year 6 of a primary school in Nilai. It can be said that the language learning strategy is different for each learner. As an educator, teachers are responsible for finding an appropriate strategy to engage students in speaking tasks so that they can be confident and improve their skills. In short, teachers should continue to research to identify learners' problems and find out how we can help them through research. This is due to the evolution of our education system towards globalization and students' needs vary. Therefore, learners need a certain strategy in learning the language to communicate with others and to survive in this global world. In short, this language learning strategy can help students develop their speaking skills to improve their confidence in using English in their daily conversation.

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Survey on speaking skills: Please fill in the required questions.

Name	
Age	
Gender	
Race	

Speaking skills: Evaluate yourself in terms of the following statements.

Part A:	What I do to practice speaking.	Never	Seldom	Sometimes	Often
Item 1	I repeat the words until I say them right.				
Item 2	I imitate the voice of the native speakers in the audio played by my teacher during the lesson.				
Item 3	I say new words learnt over to myself.				
Item 4	I practice speaking in my class.				
Item 5	I practice speaking at home.				
Part B:	What I do to communicate to people.	Never	Seldom	Sometimes	Often
Item 6	I start the conversations with people around me.				
Item 7	I try speaking with the little I know about the topic with the choice of words I learnt.				
Item 8	I plan what I will have to say.				
Item 9	I ask the other person to correct me while speaking.				
Part C:	What do I do when I can't think of a word to say.	Never	Seldom	Sometimes	Often
Item 11	I ask help from people around me.				
Item 12	I try to say it differently using the choice of words I know.				
Item 13	I use words from my own language.				
Item 14	I use the words from my own language but imitate the voice of native speakers that I've learnt in my prior studies.				
Item 15	I show gestures so that the person speaking to me understands what I'm about to say.				