



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



www.hrmars.com

ISSN: 2226-6348

Language Learning Strategies Employed by Urban Primary School Female Students in Enhancing Listening and Speaking Skills

Wong Foong Yoong, Mourinder Kaur, Mohd Khair Naim Mohd Rozlan, Catherine Franchis, Faez Hasaban & Harwati Hashim

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i2/17864>

DOI:10.6007/IJARPED/v12-i2/17864

Received: 08 April 2023, **Revised:** 14 May 2023, **Accepted:** 30 May 2023

Published Online: 19 June 2023

In-Text Citation: (Yoong et al., 2023)

To Cite this Article: Yoong, W. F., Kaur, M., Rozlan, M. K. N. M., Franchis, C., Hasaban, F., & Hashim, H. (2023). Language Learning Strategies Employed by Urban Primary School Female Students in Enhancing Listening and Speaking Skills. *International Journal of Academic Research in Progressive Education and Development*, 12(2), 2104–2119.

Copyright: © 2023 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 12(2) 2023, Pg. 2104 - 2119

<http://hrmars.com/index.php/pages/detail/IJARPED>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



www.hrmars.com

ISSN: 2226-6348

Language Learning Strategies Employed by Urban Primary School Female Students in Enhancing Listening and Speaking Skills

Wong Foong Yoong^{1,6}, Mourinder Kaur^{2,6}, Mohd Khair Naim
Mohd Rozlan^{3,6}, Catherine Franchis^{4,6}, Faez Hasaban^{5,6} &
Harwati Hashim⁶

¹SJKC Sin Hua, Jalan Tok Ungku, 70100 Seremban, Negeri Sembilan, Faculty of Education, UKM,

²S.K. Cannossian Convent(M) 86000, Kluang Johor, Malaysia, Faculty of Education, UKM, ³SK

Felda Jenderak Utara, 28050 Temerloh, Pahang, Faculty of Education, UKM, ⁴S.K. Kajang,

Jalan Low Ti Kok, Bandar Kajang, 43000 Kajang, Selangor, Faculty of Education, UKM, ⁵SK

Bukit Naga, Kg Bukit Naga, Seksyen 32, 40460, Shah Alam, Selangor, Faculty of Education

UKM, ⁶Faculty of Education, University Kebangsaan Malaysia, 43600 Bangi, Selangor,

Malaysia

Email: P116556@siswa.ukm.edu.my, P118222@siswa.ukm.edu.my,

P118221@siswa.ukm.edu.my, P118621@siswa.ukm.edu.my, P118215@siswa.ukm.edu.my,

harwati@ukm.edu.my

Abstract

The art of listening and speaking is a valuable skill set that effectively enables the exchange of information through oral communication. Effective listening and speaking are key components of language learning. Numerous factors may contribute to primary school students in Malaysia having difficulty in choosing suitable methods to develop their speaking and listening skills. Therefore, this research was conducted to identify the language learning strategies that are most used for learning listening and speaking skills among female primary school students in urban areas. A quantitative investigation was conducted using a three-point Likert scale questionnaire adopted from Cohen and Oxford's Young Learners Language Strategy Use Survey. The questionnaire was distributed to the respondents in order to identify the learning strategies used by year 4, 5, and 6 students at an urban primary school in a district in Johor, Malaysia, for listening and speaking. Through purposive sampling, 30 samples were selected. Descriptive statistics were used to analyse the data. The results shown will be further discussed in this paper.

Keywords: Language Learning Strategies, Listening Skills, Speaking Skills, Successful Young ESL Students

Introduction

Scholars in the areas of linguistics, psychology, and education have spent a lot of time studying how people learn a new language. Rassaei and Norouzi's (2019) review of the

research says that students need to use different methods to improve their listening and speaking skills when learning a new language. Some of these methods are imitating native speakers, getting feedback on pronunciation and grammar, practicing conversation with peers or teachers, and immersing oneself in the language. In today's globalized world, English has become the international language of communication, making it more and more important for people to speak it well. This is especially true for people who are learning English as a second language (ESL) and need to learn the language to do well in school and the workplace. According to a study by Liu and Xu (2011), speaking and listening are important parts of learning a language for ESL students, because they help them talk to each other and take part in classroom chats. But kids in urban primary schools may find it hard to learn these skills for several reasons. Mohamadpour and Allahyar (2019) say that students might be afraid to join classroom talks because they don't feel confident or don't want to make mistakes. This can make it hard to practice speaking English and learn the skills you need to converse well in English.

Scholars have come up with many ways to deal with these problems. Rassaei and Norouzi (2019), for example, say that teachers should make the classroom a welcoming place that encourages participation and builds students' confidence when they speak. Students can also improve their speaking skills by getting comments on their pronunciation and grammar. Mohamadpour and Allahyar (2019) say that teachers should include tasks in their lessons that help students improve their speaking and listening skills, such as group discussions or role-playing games. Giving ESL learners extra help with language through after-school programs or coaching can help them get past the problems they have with learning the language.

Furthermore, some students may struggle to understand spoken English, especially if their experience with English-language situations outside of school is limited especially Asian learners, are passive in language classrooms and choose not to use the target language most of the time, especially when responding to teachers (Cortazzi & Jin, 1996; Tsui, 1996). The cultural and linguistic diversity of urban primary school kids, on the other hand, provides a unique obstacle to language acquisition. Students in many urban regions may come from a variety of linguistic and cultural backgrounds, with little exposure to English language situations outside of the classroom thus Language learning strategies (LLS) are the deliberate and conscious actions used by language learners to increase their language acquisition. These tactics are especially crucial for primary school pupils, who are still developing their language abilities and require effective learning strategies to achieve competency in listening and speaking.

However, while much research has looked at language learning strategies among learners of various ages and levels of proficiency, few have investigated the language learning strategies used by urban female primary school students. Gender can have a significant impact on how a person learns and communicates language. Girls are more prone to use language in the context of emotional relationships with people, while boys are more likely to use language to describe objects and events, (Sri, 2018). According to (Aslan & Oktay, 2009), the use of language learning methods is beneficial to English success; females outperform males in achievement assessments, and they use more language learning strategies in learning English.

Female learners in urban primary schools confront language learning challenges, such as restricted exposure to English-speaking contexts and insufficient resources and facilities, influence due to their friends' different cultural and linguistic origins, and limited exposure to the target language. Students must use effective language learning practices that increase

their listening and speaking abilities to solve these issues. Language learning methods are critical components that can assist language learners in improving their listening and communicating skills through cognitive, metacognitive, and socio-affective methods. Given these challenges, effective language learning practices that might aid successful female primary students in developing their listening and speaking skills are required. Gender-based language learning approaches have yielded inconsistent outcomes in studies (Ehrman & Oxford, 1990; Zarei & Beiza, 2013). According to Gu (2002), empirical studies on the impact of gender and academic major on language acquisition processes typically provide contradictory results. Gender and language competency are two variables that have gotten little attention, and both have an impact on how language learning strategies are used (Salahshour et al., 2013). There have been fewer studies on males' and women's language learning (Yan, 2009). Studies on how gender affects the usage of learning strategies were insufficient until recently. Thus, this research aims to serve as a platform to identify the language learning strategies used in enhancing listening and speaking skills among successful young ESL learners at a primary school in an urban school in Johor, Malaysia.

Literature Review

Various researchers have presented different interpretations of the notion of language learning strategies in the field of second language acquisition, and the issue is still unresolved. LLS refers to a variety of activities that language learners engage in to help in the acquisition, storage, retrieval, and utilization of linguistic knowledge. Suran and colleagues, 2016. Learning strategies, according to Oxford (1990), are actions that learners do to improve their learning experience by making it easier, faster, more pleasurable, self-directed, successful, and transferable to different contexts. According to Chostelidou et al (2015), Oxford emphasized the importance of learning techniques in determining language learning performance. Learning strategies are unique plans or procedures that language learners use to achieve their aims or objectives. As effective strategic learners, they can select the most appropriate learning method that suits their task needs and personal learning preferences. LLS is defined by Arisman (2020) as the behaviors and procedures required to achieve learning goals, independent of the topic, context, material, or situations.

Categorization

According to Oxford (1990), there are two types of language learning strategies, direct strategies, and indirect strategies. Direct strategies utilize language specifically, whereas indirect strategies do not involve the use of language (Oxford 1990). Direct strategies are divided into memory, cognitive, and compensation strategies (Lee, 2010). The memory strategy for retaining and recalling new knowledge consists of four steps: mental connections, visual and aural clues, thorough evaluation, and action. There are numerous tactics available, ranging from basic external assistance like using a planner to internal memory strategies such as mnemonic devices that aid in storing and retrieving information from long-term memory. Cognitive strategies aid in comprehending and generating language and consist of four categories: practicing, sending and receiving messages, analyzing and reasoning, and creating structures for input and output (Zare, 2012) The final subcategory of direct strategies is compensation strategies. These strategies allow learners to use the language even if they have knowledge gaps. They consist of two sets: guessing intelligently and overcoming limitations in speaking and writing (Zare, 2012). Using compensation strategies, such as guessing the meaning of unfamiliar words in the target language, can compensate for missing

language knowledge. Overall, the incorporation of compensation strategies can greatly enhance one's ability to communicate effectively in any given language.

Meanwhile, indirect strategies include metacognitive, affective, and social strategies. Indirect strategies support language learning through means that do not involve direct use of the language (Lee, 2010). Metacognition involves organizing, evaluating, and monitoring one's own language learning plan, which helps in coordinating it, such as being attentive toward someone speaking the target language. According to Adan & Hashim (2021) the most preferred LLS used by art school ESL learners is the metacognitive strategy. The affective strategy aids students in tracking their emotions, motivation, and attitudes towards learning. This is accomplished by decreasing anxiety, promoting self-encouragement, and assessing one's emotional state (Zare, 2012). Social strategies are used for learning with others, and they are divided into three sets: asking questions, cooperating, and empathizing with others. Language learning is influenced by a variety of elements, including the learning environment, age, gender, ethnicity, learning style, belief, and motivation, according to (Yang, 2016). Because of these characteristics, determining the best effective strategy among the six sub-strategies defined by Oxford might be difficult.

Aside from that, the most widely used language learning strategies for achieving speaking competency were those involving social contact, emotions, and memory (Ismail, 2020). When it comes to direct techniques, students prefer cognitive approaches, whereas they prefer affective approaches when it comes to indirect strategies. This proclivity reflects their keen awareness of the most successful tactics in various scenarios (Vijayaraj et al., 2021). Strategies for learning a language are important for people who want to improve the way they learn a language. Ismail (2020) says that the most common ways to learn a language and become good at speaking are those that involve social touch, feelings, and memory. Ismail's work emphasizes how important it is to use these strategies, as they are a big part of how well language learners learn to speak.

Also, Vijayaraj et al (2021) found that when it comes to direct strategies, students like cognitive approaches, and when it comes to indirect strategies, they like emotional approaches. This shows that language learners are aware of the best ways to learn a language in different situations. Their choice for cognitive approaches shows that they like techniques that are clear, organized, and logical. On the other hand, the fact that they prefer affective methods shows that they know how important emotions and motivation are when learning a language. These results give language teachers useful information that they can use to plan their teaching methods and approaches. Teachers can use these methods to help their kids get better at speaking. For example, teachers can improve their students' speaking skills by teaching them about social interactions, feelings, and ways to remember things. Teachers can also make sure their lessons meet the needs of their students by figuring out whether they learn best through logical or emotional methods. Overall, these studies show how important methods for learning a language are and give language teachers useful information for helping their students improve their language skills.

Gender Influence LLS

Gender has been found to be an important factor that can affect how people learn a language. Gu (2002) said that gender is one of the most important factors that affect how people learn a language. In the same way, Zoghi et al (2013) all agreed that gender is an important emotional factor that has a big impact on learning a second language. When it comes to strategies for learning a language, Oxford and Nyikos (1989) found that women used

more strategies than men in the general study, formal rule-related practice, and conversational/input elicitation. But there was no big difference between how men and women used strategies.

In a recent study by Mokhtar and Anuar (2021), it was found that female students learn English online using a metacognitive strategy, while male students use a remedial strategy. Fernandez Malpartida found in 2021 that people who learn in different ways and have different levels of skill tend to use metacognitive methods the most. Several studies have shown that men and women learn languages differently in terms of how they learn, what motivates them to learn, and how they feel about it. For example, Mulyani (2020) found that the most popular way to learn English grammar is through the cognitive method. In a similar way, Lim (2021) found that male and female students' favorite ways to learn a language for speaking and listening tasks were different. Overall, these results show that gender plays a big part in how people learn a language and that teachers should take gender-related factors into account when planning language lessons. Teachers can make it easier and more fun for their students to learn a language by considering gender-related tastes and attitudes.

Successful Language Learners

To achieve success in language learning, it is imperative that learners maintain a positive outlook and exhibit responsibility. Conversely, those who struggle with language learning fail to comprehend the significance of their efforts and what is expected of them. Successful learners (SL) also actively seek out opportunities to use the language in real-life situations, such as conversing with native speakers or participating in language exchange programs (Naiman et. al., 1975). SL embrace their mistakes and uses them as a learning opportunity, recognizing that making errors is a natural part of the learning process. Additionally, successful learners use a variety of language learning strategies, adjust them according to their strengths and weaknesses, and maintain a positive attitude towards the language and the learning process, viewing it as an enjoyable and fulfilling experience rather than a task or requirement (Weng et. al., 2016).

When it comes to learning a language, a person's attitude and sense of duty matter a lot. Studies have shown that people are less likely to succeed if they don't understand how important their work is and what part they play in the learning process. Successful language learners, on the other hand, are enthusiastic about their learning and look for ways to use the language in real life. Naiman et al (1975) found that speaking with native speakers or taking part in language exchange programs are both great ways to improve your language skills. Successful language learners are also able to accept their mistakes and use them as opportunities to learn and get better. Instead of getting upset or giving up when they make mistakes, they realize that mistakes are a normal part of learning and use them to figure out where they need to improve. Weng et al (2016) say that successful language learners also use a variety of techniques and change them to fit their own strengths and weaknesses.

People who learn a language well keep a good attitude about the language and the process of learning it. They don't see learning a language as a job or a duty but as something fun and rewarding. This helps them stay motivated and interested in what they are learning, even when they face problems or hurdles. To learn a language well, you need to have a positive attitude, be responsible, take initiative, be willing to learn from your mistakes, use a variety of language learning methods, and enjoy the process. By knowing about these traits of great language learners, teachers can help and guide their students to reach their goals in learning a new language.

Speaking Skills Strategies

Since young learners are less self-conscious than older learners, teaching speaking to them can be very rewarding (Phillips, 1993). The learners need to acquire vocabulary, pronunciation, structure, and function to express themselves. This, however, makes it challenging for the teachers. According to Cameron (2001), oral communication will make up most of the young learners' instruction and learning. She also suggests the following two guidelines for instructing speaking to young students: (1) Meaning must come first; if children do not comprehend the spoken language, they cannot learn it. (2) Children must both participate in discourse and develop the knowledge and skills necessary for participation if they are to gain discourse skills. It implies that young students should take part in a scenario where they can practice conversing with actual people for actual purposes.

The explanation suggests that in order to make learning interesting for young learners, teaching speaking should take into account their unique qualities. English stress patterns and rhythm can be taught with songs and chants (Phillips, 1993). Discussion, role-playing, brainstorming, storytelling, information-gap filling, interviews, tale completion, reporting, playing cards, an image describing, identifying the differences, and picture narrating are among the thirteen activities Kayi (2006) recommends to encourage speaking.

Listening Skill Strategies

Listening strategies are procedures or activities that directly help the recollection of listening input. A variety of listening strategies have been developed in recent years to match every different listening situation, and as a result, when teaching listening skills, language learners are aided in becoming adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Two primary categories of listening strategies are Top-down and Bottom-up listening tactics.

Top-down strategies are listener-centered which the listener depends on prior knowledge of the topic, the listening setting, the text type, and the language to comprehend the concepts he has heard. Top-down strategies involve the learners listening for the main idea, predicting drawing inferences, and summarizing. On the other hand, Bottom-up strategies are text-based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to concentrate on specific details while listening to recognize word-order patterns. But listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages. Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening. Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness, and control of one's learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary (Ridley et.al., 1992). The use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general (Anderson, 2002). The metacognitive strategies train the language learner to cope with the demands of listening (Mendelsohn, 1998).

It is quite evident that metacognitive strategies make their learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills. Wenden (1998) argues that learners who use their metacognitive abilities seem to have the following advantages over others: Learners become more strategic. Progress in learning is faster with improved quality and speed of cognitive development. They are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners. They think clearly about inaccuracies when a failure occurs during an activity. Their tactics match the learning task and adjustments are made to reflect changing circumstances. They perceive themselves.

Methodology

Research Design

In this study, a survey research strategy was used to get information from a small group of people using a quantitative method. Creswell (2012) says that quantitative survey research is a way for researchers to get numerical data from a small group of people by sending them a set of questionnaires. This data could be used to describe patterns in how a population acts or thinks. A questionnaire was sent out to students in years 4 through 6 at an urban primary school in Kluang, Johor, to find out how they learned to listen and speak. The purpose of the questionnaire was to find out what concrete things the students did to improve their English listening and speaking skills. The evaluation was made with care to make sure it was clear, short, and easy for the students to understand.

By using a quantitative survey research method, the researcher was able to get information from a big number of people and then use statistics to look for patterns or trends. This method is especially helpful for studies that want to find out how common certain attitudes, behaviors, or ways of doing things are in a community. Overall, the quantitative survey research method used in this study helped the researcher learn a lot about how students in grades 4 through 6 in an urban primary school in Kluang, Johor, learn. This information can help future efforts to help people learn languages in similar situations.

Research Instrument

The study utilized a survey research design and administered questionnaires that were adapted from Cohen and Oxford's Young Learner's Language Strategy Use Survey 2002. The research study used the survey method as it was deemed suitable for collecting data that aligns with the study's objective. A group of purposively sampled students was given a set of questionnaires with three parts: Part A, Part B, and Part C. Part A was designed to gather information about the respondents' demographic profiles, while Part B and Part C collected data on their use of listening and speaking strategies. Both Part B and Part C used a three-point Likert scale (1 = No, this is not about me, 2 = somewhat about me, 3 = Yes, this is more about me). Each part consisted of 5, 18, and 10 items respectively, totaling 33 items. The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS).

Respondents

This research aims to identify the language learning strategies in learning Listening and Speaking skills of students in a primary school in Malaysia. The students are from year 4 to year 6 of a school. All of them are female students. The technique of purposive sampling was used in this study to answer the research question. Purposive sampling was applied with a size of 30 female participants (N=30).

Table 1
Respondent Age

Age	Frequency	Percent(%)
10	12	40.0
11	9	30.0
12	9	30.0
Total	30	100.0

Table 1 is showing the respondent's ages, the highest number of respondents are those in year 4 age 10 with 40%. Meanwhile, in both year 5 and year 6, ages 11 and 12 are 30%.

Table 2
Respondent's Spoken Language at Home

Language	Frequency	Percent (%)
Malay	4	13.3
English	10	33.3
Mandarin	7	23.3
Tamil	9	30.0
Total	30	100.0

Table 2 shows respondents spoken language at home. Most of the respondents use English at home with 33.3%, followed by Tamil (30%), Mandarin (23.3%), and Malay(13.3%).

Data Collection Procedure and Analysis

The questionnaire was handed out and conducted during the English language classes in school. The questionnaire was given to the respondents with ample time to answer, and it was collected immediately after they had provided their responses.

Findings and Discussion

From data collected from a questionnaire, students were asked about the strategies that they used to learn the English language in terms of listening and speaking skills. Discussion of strategies preferred by students will be further discussed in the discussion section.

RQ 1) Strategies used to learn listening skills.

Table 3

Distribution and Frequency of Listening Skills

No	Item	Yes, this is more about me	Yes, somewhat this is about me.	No, this is not about me.
Section 1	What I do to listen more to learn English Language?			
1	I listen to talk show on the radio in English(L1)	12 (40%)	14 (46.7%)	4 (13.3%)
2	I watch TV shows in English(L2)	6 (40%)	10 (33.3%)	14 (46.7%)
3	I watch English movies(L3)	17 (56.7%)	10 (33.3%)	3 (10.0%)
4	I listen to the English language spoken in restaurants or shops(L4)	11 (36.7%)	11 (36.7%)	8 (26.6%)
5	If I hear people using the English language, I listen.(L5)	20 (66.7%)	7 (23.3%)	3 (10.0%)
Section 2	What do I do to understand sounds/phonemes?			
6	I find sounds/phonemes in others language that are similar to English.(L6)	15 (50%)	10 (33.3%)	5 (16.7%)
7	I try to remember unfamiliar sounds/phonemes I hear.(L7)	11 (36.7%)	15 (50%)	4 (13.3%)
8	I ask the person to speak the new sound.(L8)	10 (33.3%)	5 (16.7%)	15 (50%)
9	I listen to the rise and fall of sounds/phonemes. (L9)	15 (50%)	12 (40%)	3 (10%)
Section 3	What do I do to understand sounds?			
10	I listen to important words.(L10)	21 (70%)	8 (26.7%)	1 (3.3%)
11	I listen for what seems interesting. (L11)	19 (63.3%)	7 (23.3%)	4 (13.3%)

12	I listen for words that are repeated. (L12)	14 (46.7%)	9 (30%)	7 (23.3%)
Section 4	What do I do if I still don't understand what someone says?			
13	I ask the person to repeat. (L13)	18 (60%)	10 (33.3%)	2 (6.7%)
14	I ask the person to slow down. (L14)	17 (56.7%)	9 (30%)	4 (13.3%)
15	I guess the meaning from the person's tone (such as angry or happy). (L15)	19 (63.3%)	9 (30%)	2 (6.7%)
16	I guess the meaning from expression. (L16)	17 (56.7%)	8 (26.7%)	5 (16.7%)
17	I guess the meaning from what I heard before. (L17)	13 (43.3%)	13 (43.3%)	4 (13.3%)
18	I tell my speaking partner when I do not understand something. (L18)	19 (63.3%)	6 (20%)	5 (16.7%)

Respondents were asked about what they do to listen more. Respondents prefer listening to English talk show on the radio (L2) as their primary strategy of listening while the least preferable strategy is to listen to people who speaks English (L5). Meanwhile, respondents were asked about strategies that they used whenever they encounter problems. Generally, respondents prefer to ask other people to speak in new sound (L8) while the least preferable strategy is to listen to the rise and fall of sounds (L9). Respondents were asked about what they do to what they hear. Respondents prefer to listen for words that are repeated (L12) while the least preferable strategy is to listen to important words (L10).

Respondents were asked about what they do if they still don't understand what some say. Respondents prefer to tell the speaking partner when they do not understand (L18) while the least preferable strategy is to guess the meaning from the person's tone such as angry or happy(L15).

RQ 2: Strategies used to learn speaking skills

Table 4

Distribution and Frequency of Speaking Skills

No	Item	Yes, this is more about me	Yes, somewhat this is about me.	No, this is not about me.
Section 1	What I do to practice speaking?			
1	I make the sound of the language until I can say them well (S1)	16 (53.3%)	8 (26.7%)	6 (20%)
2	I watch TV shows in the language (S2)	15 (50%)	13 (43.3%)	2 (6.7%)
3	I go to the movies that use the language (S3)	8 (26.7%)	13 (43.3%)	9 (30.0%)
Section 2	What do I do to talk with other people?			
1	I start conversations (Talking starts with me)(S4)	15 (50%)	12 (40%)	3 (10%)
2	I plan what I am going to do(S5)	12 (40%)	11 (36.7%)	7 (23.3%)
3	I ask the other person to correct me when I talk(S6)	16 (53.3%)	8 (26.7%)	6 (20%)
Section 3	When I can't think of a word or phrase I want to say,			
1	I try to say it a different way. (S7)	17 (56.7%)	9 (30%)	4 (13.3%)
2	I use words from my own language. (S8)	11 (36.7%)	11 (36.7%)	8 (26.6%)
3	I ask the person to help me. (S9)	12 (40%)	8 (26.7%)	10 (33.3%)
4	I use a synonym (same meaning) or describe what I want to say. (S10)	18 (60%)	7 (23.3%)	5 (16.7%)

Based on Table 4, respondents were asked about what they do to practice speaking. Respondents prefer to listen to make the sound of the language until they can say them well (S1) while the least preferable strategy is to watch TV shows in English (S2). Subsequently,

the respondents were questioned about their problem-solving strategies. Based on the table, respondents were asked about what they do to talk with other people. Respondents prefer to ask the other person to correct them when talking (S6) while the least preferable strategy is to start conversations (S4).

Implication and Conclusion

Language learning strategies are crucial for language learners' language acquisition as they directly impact their learning process. Language learning strategies usually comprise actions, procedures, plans, or routines used by language learners to improve their language acquisition. This research paper intends to investigate how extensively young ESL students use listening and speaking skills in their language acquisition process. This study's findings reveal that the respondents had employed all six Language Learning Strategies to improve their listening and speaking skills. Knowing and identifying the language learning strategies used by their students who are language learners is significant for language teachers. This realization would help them achieve the desired results in enhancing their students' language proficiency. By knowing this, the teachers would be able to choose, design, teach, and assess the Language Learning Strategies tailored to their students' requirements and work the best for their students' language learning process.

Language learners need to have methods for learning a new language if they want to learn it well. Learners use these strategies as a set of actions, plans, processes, or routines to help them learn a language better. Oxford (1990) says that a person's ability to speak a new language well relies on how well they use strategies for learning that language. The goal of this study is to find out how much young ESL students use their listening and speaking skills when learning a new language. The results of the study show that the people who took part used all six of the Language Learning Strategies to improve their listening and speaking skills. There were cognitive, metacognitive, compensation, emotional, social, and memory techniques among these.

Language teachers need to know and be able to identify the unique ways their students learn languages. By knowing how their students learn, teachers can better adapt their methods and approaches to meet the needs of each student. This knowledge can help teachers choose and make Language Learning Strategies that will help their students learn the language the best. Teachers can also check how their students are doing and change their teaching methods based on how their students are doing. Oxford (1990) says that teachers should teach their students how to use different methods for learning a language so that they can learn on their own.

In the end, this study shows how important language learning techniques are for helping young ESL students learn the language faster. Teachers can make a big difference in how well their students learn a language by finding and adapting the Language Learning Strategies that work best for each student. In conclusion, listening and speaking skills are essential for language learning as well as for learning in other subject areas. However, many learners face challenges in improving their listening and speaking skills due to various factors such as lack of time, inappropriate strategies, poor quality listening material, and physical settings. To overcome these challenges, learners need more exposure to a variety of listening comprehension tasks and strategies that can help them comprehend the listening material effectively. Additionally, teachers can play a crucial role in teaching students how to apply these strategies through a process-oriented approach to teaching listening. By following these

suggestions, learners can upgrade their listening skills and improve their overall language proficiency.

References

- Hardan, A. (2013). Language Learning Strategies: A general overview. Social and Beisman, R. (2020). The Relationship between Direct Language Learning Strategies and English Learning Proficiency at Senior High School Students. *J-SHMIC: Journal of English for Academic*, 7(2), 41-51.
- Anderson, N. J. (2002), "The role of metacognition in second language teaching and learning". *ERIC Digest*, April 2002, pp. 3-4.
- Wenden, A. (1986), "What do second language learners know about their language learning? A second look at retrospective account", *Applied Linguistics* 7 (2), pp.186–205.
- Adan, D. A., & Hashim, H. (2021). Language learning strategies used by art school ESL learners. *Creative Education*, 12(03), 653.
- Arnch, B. (2013). Exploring gender effects on language learning strategies. *International Research Journal of Applied and Basic Sciences*, 4(3), 757-767.
- Aslan, O. (2009). The role of gender and language learning strategies in learning English (Master's thesis, Middle East Technical University).
- Bayuong, P. D., Hashim, H., & Yunos, M. M. (2019). Identifying Language Learning Strategies Used by ESL Learners in a Rural Primary School. *International Journal of Academic Research in Progressive Education & development*, 4, 151-165. <https://doi.org/10.6007/IJARPED/v8-i3/6311>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Chostelidou, D., Griva, E., & Tsakiridou, E. (2015). Language learners' skills and strategies: assessing academic needs in a multilingual context. *Procedia-Social and Behavioral Sciences*, 191, 1472-1478. doi: 10.1016/j.sbspro.2015.04.442
- Cohen, A. D. (1995). *Second language learning and use of strategies: Clarifying the issues*. Washington, DC: Department of Education. [ERIC: Document Reproduction Service No. ED393307]
- Cortazzi, M., & Jin, L. X. (1996). Cultures of learning: language classrooms in China (pp. 169-206). In H. Coleman (Ed.), *Society and the language classroom*. Cambridge: Cambridge University Press
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research(4thed.)*. Boston: Pearson Education
- Dawi, D. A., & Hashim, H. (2022). Preferred Learning Strategies among Malaysian Primary ESL Learners. *Creative Education*, 13(3), 941-951.
- Ehrman, M., & Oxford, R. (1989). Effects of gender differences, and psychological type on language learning strategies. *Modern Language Journal*, 73(1), 1-13.
- Graham-Marr, A. (2004). *Teaching skills for listening and speaking*. Tokai: Tokai University Press.
- Gu, Y. (2002). Gender, academic major and vocabulary learning strategies of EFL learners. *RELJ Journal*, 33(1), 35-54.
- Hashim, H. U., Yunus, M. M., & Hashim, H. (2018). Language Learning Strategies Used by Adult Learners of Teaching English as a Second Language (TESL). *TESOL International Journal*, 13(4), 39-48.

- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12 (11), Retrieved on April 25, 2023, from: <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>.
- Lee, C. K. U. O. (2010). AN OVERVIEW OF LANGUAGE LEARNING STRATEGIES 7, 132–152.
- Mendelsohn, D. (1998), "Teaching listening", *Annual Review of Applied Linguistics*, 18, pp.81-101.
- Naiman, N., Frohlich, M., & Todesco, A. (1975). The good second language learner. *TESL Talk*, 6, 68–75.
- Phillips, S. (1993). *Young learners*. Oxford: Oxford University Press
- Ridley, D. S., Schutz, P. A., Glanz, R. S., & Weinstein, C. E. (1992), "Selfregulated learning: the interactive influence of metacognitive awareness and goal-setting", *Journal of Experimental Education* 60 (4), pp.293-306.
- Salahshour, F., Sharifi, M., & Salahshour, N. (2013). The relationship between language learning strategy use, language proficiency level and learner gender. *Procedia-Social and Behavioral Sciences*, 70, 634-643. doi: 10.1016/j.sbspro.2013.01.103
- Sri Wahyuningsih. (2018). MEN AND WOMEN DIFFERENCES IN USING LANGUAGE: A CASE STUDY OF STUDENTS AT STAIN KUDUSDOI: 10.30659/e.3.1.79-90
- Suran, R. D. A., & Yunus, M. M. (2016). A survey on students' learning styles and strategies in a rural secondary school in Meradong district. In *INTERNATIONAL CONFERENCE ON EDUCATION: EDUCATION IN THE 21ST CENTURY: RESPONDING TO CURRENT ISSUES* (pp. 767-778).
- The Effects of Gender on Language. (2020). Retrieved from <https://study.com/academy/lesson/the-effects-of-gender-on-language.html>.
- Vijayaraj, V., Anumanthan, S. R., Vasu, I., Singgaravi, P., & Hashim, H. (2021). The Use of Language Learning Strategies to Acquire Listening Skill Among Year 3 ESL Pupils.
- Weng, P. L. P., Yunus, M. M., & Embi, M. A. B. (2016). Successful language learning strategies used by successful year 5 English as a second language (ESL) learners. *Proceedings of the ICECRS*, 1(1), v1i1-523.
- Zare, P. (2012). Language learning strategies among EFL ESL learners a review of literature. *International Journal of Humanities and Social Science*, 2(5), 162–169.
- Zarei, F., & Branch, B. (2013). Exploring gender effects on language learning strategies. *International Research Journal of Applied and Basic Sciences*, 4(3), 757-767
- Zoghi, M., Kazemi, S. A., & Kalani, A. (2013). The effect of gender on language learning. *Journal of Novel Applied*
- Rassaei, E., & Norouzi, N. (2019). English language learning: Theoretical considerations. *International Journal of Language and Linguistics*, 6(1), 1-8.
- Liu, J., & Xu, X. (2011). The role of listening in second language acquisition. *Theory and Practice in Language Studies*, 1(5), 509-513.
- Mohamadpour, N., & Allahyar, N. (2019). Challenges faced by primary school English language learners in urban areas: Teachers' and learners' perspectives. *International Journal of Instruction*, 12(2), 347-362.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle Publishers.
- Noels, K. A., Pelletier, L. G., Clement, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50(1), 57-85.

Skehan, P. (1991). Individual differences in second-language learning. *Studies in Second Language Acquisition*, 13(2), 275-298.