

# The attitudes of Non-English-majored learners towards using direct speaking strategies at Lac Hong University

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**Abstract:** English is an international language, taught in all schools, helping learners access new knowledge and cultures, directly serving them at work; Not only that, learning English also helps learners build quality relationships and improve their lives. The main objective of this study is to understand non-English major students' perceptions of using direct speaking strategies at Lac Hong University. The study involved 120 second-year non-English majors at Lac Hong University located in Dong Nai province. At the time of the study, the students were about 19 years old and their English proficiency was at the elementary level. This study uses interview questionnaires and SPSS application to analyze learners' attitudes about using direct speaking strategies in the process of learning speaking skills at school. Based on the research results, the direct speaking strategy significantly affects the English speaking skills of non-English major students at Lac Hong University. The researcher also provided suggestions for non-English majors when learning speaking skills at Lac Hong University.

**Keywords:** Non-English-majored learners, Speaking skill; Learning strategy

## 1. Introduction

Speaking is essential for human touch, as demonstrated by Efrizal (2012), who noted that individuals communicate constantly and everywhere. Speaking is the means of oral exchange of concepts and messages. Gaining proficiency in English speaking is intended to enable one to communicate successfully in a variety of contexts (Fauziati, 2010). The goal of helping graduates apply their knowledge to life and the workplace is one that many Vietnamese universities have been and will continue to support through programme reform. The most challenging of all English language abilities is that its strong psychological and linguistic developments in order for pupils to speak the language fluently (Al Hosni, 2014; Riyaz & Mullick, 2016). To aid students who do not major in English to the fullest extent possible, there are many distinct skills involved in the process of taking in, retaining, and processing information. Based on the problems encountered by second-year non-English major students, the researcher surveyed the attitudes of applying direct speaking strategies to second-year non-English major students' English strategies to help students. non-specialist at Lac Hong University. This helps learners choose more appropriate learning strategies and maximize their English speaking ability.

## 2. Content of the research

### 2.1 Research question

To accomplish the before specified goals, the research endeavour aimed to investigate the subsequent enquiry:

“What are the attitudes of non-English-majored learners towards using direct speaking strategies in learning English speaking skill at Lac Hong University?”

### 2.2 Definitions of the key terms

#### Non-English-majored learners

The bulk of students who study English as a foreign language (EFL) in the nation are non-majors in the subject of this study. The study indicates that English is only one of the required topics for majors in business administration, automobile technology, information technology, and other fields at Lac Hong University.

#### The nature of speaking

Howarth (2001) revealed that there are two ways of interacting information in speaking, with one dimension reflecting ideas on various topics and the other expressing opinions, knowledge, beliefs, or sentiments. In summary, speaking is the act of using spoken language to communicate ideas and feelings or to transmit information.

Language learning strategy

Training learners is the process of helping learners gain a deeper understanding of language learning and the knowledge and skills necessary to pursue their learning objectives in an informed and spontaneous manner which has received a lot of attention (Tudor, 1996).

Oxford (1989) defines language learning strategies as the frequently deliberate acts used by language learners to enhance the acquisition, storage, retention, recall, and use of new information.

### 2.3 Literature Review

#### 2.3.1 Language learning strategy classification

O'Malley and Chamot (1990) divided language strategy into three categories: metacognitive strategy, cognitive strategy, and socio-emotional strategy. Mistar, Zuhairi, and Umamah (2014) categorised eleven categories of speaking strategies. Following an analysis of how language learning methods are used by non-majored learners, the author will investigate their perspectives on the use of Oxford's

(1990) Direct speaking tactics, which can be used by students to aid in their learning.

#### 2.3.2 Previous studies on Direct speaking strategies

A relevant study was previously conducted Direct Speaking Strategies (Oxford, 1990) for its effectiveness by analyzing three fundamental language techniques. Loan (2022)'s conceptual framework that non-English-majored students should employ like memory strategy, cognitive strategy and compensation ones with twenty particular strategies so that the researcher applies them to this study.

### 2.4 Research methodology

The researcher used mixed methods, including structured questionnaires and interviews, to collect both quantitative and qualitative data on non-English major learners' attitudes about speaking strategies. directly to learn speaking skills at Lac Hong University.

## 3. Findings, Discussion and Conclusion

### 3.1. Findings, results and discussions on questionnaire

Table 3.1. The attitudes of using direct speaking strategies of non-English-majored learners

Statements	The percentages of responses				
	never	seldom	sometimes	usually	always
	(1)	(2)	(3)	(4)	(5)
ST1. Grouping, associating, placing new words.	0%	1.7%	11.7%	47.5%	14.2%
ST2. Semantic mapping, using memory, using key words.	0.8%	0%	5.8%	48.3%	20%
ST3. Structured reviewing.	0%	0.8%	19.2%	42.5%	12.5%
ST4. Using mechanical techniques.	0%	0%	10.8%	43.3%	20.8%
ST5. Repeating, formally practising.	0%	1.7%	12.5%	46.7%	14.2%
ST6. Recognizing and using formulas and patterns	0%	0.8%	19.2%	40%	15%
ST7. Recombining	0%	1.4%	29.2%	32.5%	9.2%
ST8. Formally practicing with sounds and writing systems	0%	1.7%	14.2%	47.5%	11.7%
ST9. Practicing nationalistically	0%	1.7%	10.8%	40.8%	21.7%
ST10. Using resources for receiving and sending messages	1.7%	5%	14.2%	42.5%	11.7%
ST11. Reasoning deductively	0%	1.7%	8.3%	48.3%	16.7%
ST12. Translating	0%	0.8%	13.3%	43.3%	17.5%
ST13. Transferring	0.8%	0.8%	10.8%	48.3%	14.2%
ST14. Taking notes	0.8%	3.3%	11.7%	45.8%	13.3%
ST15. Summarizing	0%	3.3%	9.2%	48.3%	14.2%
ST16. Selecting the topic	0.8%	5.8%	8.3%	44.2%	15.8%
ST17. Adjusting or approximating the message	0.8%	0.8%	13.3%	45.8%	14.2%
ST18. Coining words	0%	0.8%	10.8%	50%	13.3%
ST19. Using a circumlocution or synonym	0%	2.5%	15.8%	41.7%	15%
<b>Total max. for 19 items</b>	<b>4.1%</b>	<b>34.6%</b>	<b>249.1%</b>	<b>847.3%</b>	<b>285.2%</b>

According to the ratio in Table 3.1 above, 19 direct speaking strategies were used by more than 80% of students, while only a small number of 4.1% of students said they had never used the above strategies. Strategy (18) Casting words is used most often by students, accounting for 50% of the total, the remaining strategies are used by all students. According to research results, to increase the effectiveness of English speaking skills learning activities, most participants want to use direct speaking strategies in class to effectively complete tasks assigned by teachers fruit.

### **3.2. Findings, results and discussions on interview**

To analyze the importance of 19 direct speaking strategies, the researcher interviewed 10 students to understand each student's point of view. During the interview, the researcher used a question to assess students' attitudes about the value of using 19 direct English speaking techniques. The majority of 10 non-English majors chose the strategies of translating, taking notes, transferring, and using synonyms as important because they believed these actions would help them better shape words and collect information to participate in the conversation. And the remaining strategies will make it difficult to respond when communicating, most of them said that using mechanical procedures, deductive reasoning, using resources to receive and send messages, Message correction or estimation is less necessary.

The difficulties that the researcher collected from non-English major students, specifically, the majority of students from 1 to 7 shared that lack of vocabulary greatly affected their communication ability, while three Students in order 8, 9 and 10 believe that this is a fairly common problem that will occur if individuals do not take the time to study vocabulary seriously and practice speaking with others. The next difficulty is that students 2, 5 and 7 all said that they had difficulty with pronunciation, which prevented them from talking openly and comfortably with the teacher.

In summary, the research objective has been achieved and the research problem has been satisfactorily resolved. According to the researcher, the findings of the study will help students choose the right strategy for learning English speaking skills for themselves. From there, the researcher made some

suggestions for students such as learning vocabulary and practicing pronunciation to be able to confidently communicate and achieve high results in learning English speaking skills at Lac Hong University.

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