Investigation of English Students' Learning Strategies in Oracy in an Academic Context Class

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Abstract

The study aimed to describe the common English students' learning strategies used in Oracy class at English Department in Universitas Jambi. The participants were English students who have taken Oracy class in 2018/2019 academic year. The total of participants were 6 students from 3 classes (001,002 and 003), there were 2 students from each classes. This study used a qualitative design with case study as an approach. The researcher used interview to find out the data. There were 6 learning strategies: memory, cognitive, affective, metacognitive, compensation and social strategies based on Oxford (1990). The result indicated most students used some strategies in Oracy class. Moreover, in some situations most students need self-efficacy, they also have to use gestures in increasing confident in Oracy class. In addition, they preferred to repeat the new words and then memorized those words. The implication of this study was the students might get the appropriate strategies in Oracy class and for the teachers, it could be the substance of knowledge to know about what students normally did in learning oracy and also found out the way to teach the appropriate strategies to make they got the comprehension in Oracy in Academic Context class, and subsequent researchers could also examine more deeply about what strategies students did in the Oracy class, according to the level of students' ability.

Keywords: *English Analysis, Learning Strategies, Oracy.*

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A. INTRODUCTION

Speaking and listening are fundamental elements of social interaction. Johnson and Morrow (1981:70), explained that "Speaking which is popular in the term 'oral communication' is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions." Clark and Clark in Goga (2004:27), stated that "Speaking is fundamentally an instrument of act. Speakers talk in order to have some effect on their listeners. They assert things to change their knowledge and to provide information." Meanwhile, Gilakjani and Ahmadi (2016:123) explained that "Listening includes an active process by which students receive, constructs meaning and responds to spoken and or nonverbal messages." By utilizing listening and speaking skills, students build interaction with each other. Therefore, Wilkinson (1968) emphasized the ability to use the oral skills of speaking and listening which he called oracy.

In the Faculty of Teacher Training and Education, Oracy in Academic Context subject was firstly implemented in the 2018/2019 academic year. Based on the curriculum which is stated in the syllabus of English subject in English Department of Universitas Jambi, the students are required to understand, developed ideas and responded to the statements which are expressed by the other students and the topics which are appealed

in oracy skills. They learned to listen to topics which are given by the lecturer and also spoke by conveying their ideas. Nevertheless, based on a simple interview that the researcher did with the students, they encountered difficulties in learning Oracy in Academic Context class such as less of focus in listening to the topic, lack of vocabulary, lack of expression in speech, hard to understand speech and difficulties in processing information as ideas to convey.

Relating to the difficulties, those were necessary to apply learning strategies in oracy. Then, Oxford (1990, p.8) stated that "Learning strategy is specific actions, behaviour, steps, or techniques used by learners to enhance their own learning." By knowing the strategies in Oracy class, these facilitated students to learn more successful in the process of learning and helped the students in reaching the target and solving their problem in the learning process. Based on the phenomenon, the researcher interested in investigating the strategies that students used in learning Oracy in Academic Context. Hence, the researcher put forward the title of the proposal: Analysis of English Students' Learning Strategies in Oracy in Academic Context Class.

Furthermore, English study program hoped students could understand between speaking and listening by applying oracy. Students are motivated to respond in a dialogue through conversation by listening and getting interaction, because interaction as the heart of communication (Brown, 2001) in Elismawati (2016). Oracy could be simplified into two theories, first, oracy is referred to as the ability to understand the meaning of spoken language (Wilkinson, 1965) and second, oracy is interpreted as students' speaking skills which are the result of student self-confidence when delivered their argument (Millard, 2016). The brief description above pointed out the core definition of oracy, oracy is a branch of communicative skills instruction which combines listening and speaking in its learning and teaching process.

In addition, syllabus for Oracy in Academic Context course in 2018 of English Department students in Universitas Jambi stated that this course is based on performance, with an emphasis on verbal ability to conveyed understanding ideas, as well as to listened, and responded to other people's spoken languages fluently and correctly. There were two abilities to be achieved in this course. First, students were able to express and explained verbally their opinions, ideas, and experiences in English fluently and correctly. Second, students were able to listen to conversations, opinions, ideas, experienced of others and provided responses.

Oracy demanded the students to speak and also listen to what is being spoken by the other students in front of the class in order to gain information and also responded at the end of each performance. As a result, the assessments were also distinguished. It is taken from the consideration of the students' ability to demonstrate fluency and correctness of standardized English form in conveying an understanding, opinion, thought, and experience as well as to listen, to understand, and to respond the spoken language of others. In conclusion learning, Oracy skill is the combination of speaking and listening skills.

Speaking or known by the popular term 'oral communication', it is an activity involving two or more people in who hearers and speakers have to provide a quick response to what is being said (Johnson and Marrow, 1981). In addition, Cameron (2001)

expounded that how humans use language as an expression of meaning as a communicative, social and contextual interaction, so that other people can understand what is being said, it is called speaking. Finocchiaro and Brumfit (1983) also proposed that speaking is used to giving oral expressions of thoughts, opinions, and feelings in terms of conversation. Furthermore, Johnson and Marrow, Cameron, Finnochiaro and Brumfit underlined the definition of speaking in EFL context, it is the oral communication as an expression of meaning as a communicative, social and contextual interaction, so that other people could understand what is being said.

On the other hand, there are several opinions regarding English listening skills, listening is understanding what others are saying, where the speaker's accent or pronunciation, grammar and vocabulary are important factors for understanding the meaning of what is being said (Howatt and Dakin's, 1974) in Iddrissova,M. et al. (2015). The second, Widdowson (1978) argued that listening as the ability of listeners to recognize language elements in the form of the stream of sounds and their knowledge of language systems. Rost (1994) in Iddrissova,M. et al. (2015) also provided an opinion on listening, listening plays a crucial role in language classrooms as it provides input for learners' language development. In addition, based description above pointed out the definition of listening in EFL context, it is the ability of people as a listener for understanding the meaning of what is being said and the important skills that support learners to develop other language skills.

Brown (1994) pointed out that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking, the students learn about how to deliver the meaning of the language according to the context they are speaking. Language learners need to recognize that speaking involves three areas of knowledge: (1.) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation, (2.) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building), (3.) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, about what, and for what reason.

Ho (2006) as cited Liu and Thondhlana (2015) stated that listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input. O'Malley, et al. (1990) in Setyadi, B (2001) expressed that there were three types of strategies in listening; cognitive, meta-cognitive and socio-affective. The first is the Cognitive Strategy. Huy (2015) in defined cognitive strategies is used to help students to obtain knowledge, understanding of the linguistic system, for example, learners could understand the meaning of words from contexts and knew new information with the existing schema.

Next is Meta-Cognitive Strategy. Retabi (2013) argued that metacognitive learning strategies are involved knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. The third is Socio-Affective Strategy. It is combined from socio and affective. Affective strategies can help listeners handle their

feelings, emotions, motivation or attitudes in learning listening skills. In addition, Gonen (2009) explained that social-affective dimension of listening strategies includ individual or group activities such as cooperation, recasting and clarification of meaning. Hence, Ho, Huy, Ratebi and Gonen have the same perception of students' strategies in learning listening, there are cognitive, metacognitive and socio-affective strategies.

Language learning strategies have been classified by many researchers; Rubin, (1987), Oxford, (1990) and O'Malley and Chamot (1990). Rubin (1987) characterized language learning strategies into three main groups: learning strategies, communication strategies, and social strategies. Learning strategies are strategies that are directly related to learning (cognitive) or which indirectly involved the learning process (metacognitive). Communication strategies are strategies that less directly related to language learning because their focus was on the process of participating in conversation and gaining meaning throughout or clarifying the intentions of the speaker. Social strategies are activities carried out by students to practice their knowledge. On the other hand, O'Malley and Chamot (1990) also divided language learning strategies into three types, namely: metacognitive strategies, cognitive strategies, and socio-affective strategies.

Oxford (1990) distinguished language learning strategies into six groups: Memory strategies (strategies that help learners store and retrieve new information). Cognitive strategies include strategies that enabled learners to understand and produced new language by many different means. Compensation strategies (strategies that aid learners in overcoming knowledge gaps and continuing to communicate authentically). Affective strategies, strategies that help develop self-confidence, and metacognitive strategies (strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they moved toward communicative competence) and also social strategies (strategies that provide increased interaction and more empathetic understanding).

The brief description above pointed out the core students' strategies in learning of classification based on Oxford that included all aspects of students learning strategies from Rubin and O'Malley and Chamot. Oxford stated that there are memory, cognitive, affective, metacognitive, compensation, and social strategies.

Moreover, there are some studies related to the students' strategies in learning Oracy in Academic Context. The first study was from Yulisa (2018), it was about Listening Strategies and Listening Comprehension of Islamic Senior High School Students, she explained that The purpose of the research was to identify the correlation and the influence between listening strategies and listening comprehension. The eleventh-grade students were selected as participants of this study. The instruments used in this research were listening strategies questionnaire adapted from Lee (1997) and modified by Ho (2006) (as cited Golchi, 2012), and listening comprehension test conducted to measure students' listening comprehension. The result revealed that there was a significant correlation between listening strategies and listening comprehension. Besides, there was also a significant influence of listening strategies on listening comprehension. This study could have implications for English language teachers, course designers, learners, and text book writers.

The second study was from A. Gan, Fajrina, Hanifa (2015), it is s about Students' Learning Strategies for Developing Speaking Ability. In this paper, the researcher was done to study the learning strategies used by both low and high performance speaking students in developing their speaking skills as well as the differences between their learning strategies. In this study, the data was collected through field research by means of documents, questionnaires, and interviews. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Based on the research results, it is suggested that students use appropriate language learning strategies more consciously, purposefully, and frequently to be more successful in developing their speaking skills.

The third study was from Heriyanti Tahang, Sarmin, Yuliana A, Taslim (2018). The research aimed to discover the language learning strategies used by successful students in developing speaking performance at English Language Education Program in Universitas Muhammadiyah Sorong. This research used qualitative method in the form of descriptive qualitative. The participants were taken from the 3rd semester with the total 6 students who gained score A in speaking class. Based on the data gathered, the result showed that the students applied both of direct and indirect learning strategies in developing their speaking skills, namely social strategies, metacognitive strategies, affective strategies in indirect strategies, and memory strategies, cognitive strategies and compensation strategies in direct strategies. From those six strategies applied, most of the students tended to apply indirect strategies that was social strategies by asking help, working in pairs, practicing with the proficient user of English and making small group discussion.

There were some similarities and differences between these three of researches. The similarities were from the research method. Those three researches used field research (questionnaire, documents and interview). On the other hand, the learning strategies that those three researches used was same, based on Lee (1997). The differences were placed in the subjects of these researches, and the findings. The subjects in the Yulisa's research was eleventh grade students while the study of A. Gan, Fajrina, Hanifa targeted for students in university same as Heriyanti Tahang, Sarmin, Yuliana A, Taslim. The students' learning strategies research by Yulisa found that there was significance correlation between listening strategies and listening comprehension, signicance influence in both of them, and have implication for English language teachers, course designers, text book writers. On the other hand, the research by A. Gan, Fajrina, Hanifa detected that high performance students had better balance in using all kinds of students' learning strategies, different as research by Heriyanti Tahang, Sarmin, Yuliana A, Taslim that devised most of the students tended to apply indirect strategies that was social strategies.

In addition, the similarities and differences of this study with the research of the researchers above were equally researching with students' learning strategies. If the researchers above examined students' learning strategies in listening or speaking skills, in this study the researcher examined both speaking and listening skills in the Oracy class. The participants of this study were the same as A. Gan, et.al and Heriyanti Tahang et.al,

that was students at the university, but this study chose more specific participants, namely students who have studied in the Oracy class in 2018/2019 academic year.

B. METHOD

In this research, the researcher used qualitative research. The researcher used a qualitative research because this research aimed to investigate students' strategies in *Oracy in Academic context* class by interviewing them to get information in a detail understanding and report the information in description. The design of this research is case study. Case study as an approach by focusing attention on a case intensively and in-depth investigation with a clear explanation. This study took place in English Department in Universitas Jambi and used purposive sampling. The participants involved six students from Class 001, 002, and 003, each class representative consisted of two students. To collect the data, the researcher used interview and to analyze the data, the researcher used several steps according to Cresswell in 2008.

The researcher used the interview to gather the data. The researcher interviewed 6 students one by one which separated into 3 days with two participants in each day. The researcher chose two students for each day, starting from class 001 first, then continued from class 002, and 003. The researcher interviewed the participants once for approximately 5-15 minutes with open-ended questions. Yet, the consideration of the richness information that the researcher got had to compared to interview in English. Finally, in order to keep the data, the researcher recorded the activities. As interviewer, the researcher provided some questions, asked for an explanation, took notes, identified text, and assigned a code word or phrase that accurately described the meaning of the text, this process is called coding. Then, to avoid losing information, the researcher asked permission to the participants to use a recorder. Before doing the interview, the researcher gave a brief explanation overview of the topic. The questions which were given in the interview adapted the theory coined by Oxford (1990) about students' learning strategies.

C. RESULTS AND DISCUSSION

This section presented the findings of common learning strategies of English students in Oracy in Academic Context class. The researcher found that in memory, students liked to looking up the dictionary and memorizing the word, in cognitive, students preferred to watching English movies, listening and singing English song and also reading an English books, newspapers or articles. In addition, in affective, students liked to doing self-efficacy, using gestures and giving self-rewarding and in metacognitive, students preferred to highlighting the important information. Meanwhile, in compensation, students preferred to repeating the words or sentences and in social, students liked to asking question to friends or lectures, practicing with friends and also discussing in group work. Furthermore, there were some common learning strategies that they used in oracy class, they were self- efficacy in studying (affective), using gestures (affective), repeat the words (compensation) and memorize the new vocabulary (memory).

Self-Efficacy

Bandura (1997) says that self-efficacy is someone's belief on capabilities to do an assignment to achieve specified goals. It concerns more with what they can do rather than what skills they have. In Oracy class, S3 used self-efficacy even though she stated that if she tried to improve self-efficacy by exercising by herself, she felt even more nervous because the topic was hard for her.

> "When I just practiced by myself I thought my performance was good but I felt nervous because the topic was hard for me, so, the result was not really good" (S3)

On the other hand, S1, S2, S4, S5, S6 totally agreed that self-efficacy helped them in improving their skills in Oracy class. S4 for example said before she went to campus, she tried to exercise her speech in front of the mirror until she thought that was pretty good and ready to practice in Oracy class

> "Sometimes I stand in front of mirror to practice my gesture, and listen to my pronunciation because I have no friends to practice with" (S4)

In a classroom context, a student who believes that his performance is good will be motivated to work hard to get good results. Another opinion about self-efficacy is given by Cubukcu (2008). He says that self-efficacy is related to students' learning engagement which comprises of their behavior, cognitive ability, and learning motivation. It is an appropriate technique in exercise speaking and listening in Oracy class. In reality, students needed to self-efficacy in learning speaking and listening, because they thought that is the way for them to improve their skills in Oracy class.

Using Gestures to Increase Confidence

All the participants in this study agreed that one of the strategies they used to improve their confidence in Oracy class, was to use gestures. As S2 opinion, she used gestures while she was performing her speech made her more relax to speak in front of her friends. S3 also mentioned that she used gestures to manage her nerve, while S1 and S6 stated that by using gestures, they believed their friends would enjoy her performance better.

> "Gestures made me not toneless in front of my friends, and made me more relax" (S2)
>
> "When I spoke in front of my friends with gestures, they were more understand to what I said" (S6)

Hornby (2006) in Farlianti A.N et al (2017) explained that gestures or body language is the process of communicating what we are feeling or thinking, we place and move our body rather than by words. The students always use gesture to make their talk enjoyable when they interact with each other. To support this, Kendon (2000) stated that speakers employ the gesture in such a way as to make something that is being said more precise or relax. So, it can be concluded that gesture is a way that helps students to communicate better, the recipient can clearly understand and comprehend what is conveyed. So, it helped to improve speaking and listening ability in Oracy class.

Repeating the Words or Sentences

Interview results showed that all of the participants repeated the word or sentences in improving correct pronunciation in Oracy class.

> "I usually repeat the words that I have learned, because I wanted to pronounce the words or sentences well in speaking in Oracy class" (S2)

Repetition of the words or sentences are used to familiarize students with a specific structure formulaic expression (Doff 1990). Repetition is the simplest drill used in learning language patterns. Language learners merely repeated what the lecturers said or the tape recorder produces. This may be used for the presentation of new vocabulary and would be useful for speaking and listening class. In conclusion, repetition enables students to be aware of the relationship between forms, meaning, the use of language and also helped students to memorize the words or phrases which they can use in speaking in Oracy class.

Memorizing Meaning and New Words

From the interview, S6 believed that by memorizing the words and meaning that she has looked up from dictionary, she did not have to reopen the dictionary, because she has remembered the words. S2, S4, and S5 have the same opinions, they looked up the dictionary because they often found unfamiliar words and always tried to memorize them, so, it was easier to use them again in daily conversation. S1 and S3 did not look up the dictionary, but they memorized new words and its meaning to use in Oracy class.

> "I always tried to use every difficult word to my daily conversation, but if the word rarely used in daily conversation, I just kept in my note and I just make my own example " (S3)

According to Richards, Platt, and Platt (1992, p.226), "Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to conscious processes." This means the learners use memorization consciously and they think about the process of memorization when they are applying it. In addition, according to the findings reported by Cortazzi & Jin (1994) in Alam M (2018), most of the Chinese students are still using memorizing method from some vocabulary books and dictionaries as the primary means of learning vocabulary. In Oracy class, it also important to memorize meaning that has been look up from dictionary, because it helped students to improve their ability to speak in English.

The intention of the present research is to find the common learning strategies that English students used in Oracy in Academic Context class. After doing the research and analysis, the researcher concluded students in Oracy class used 4 (four) common strategies. First, they did self-efficacy. They practiced speaking and listening by themselves at home. Second, they also used gestures in speaking in Oracy class, they felt gestures could make their friends more understand about what they said, beside their friends only listened. Third, students repeated the new words that they got from listening to English songs, watched English movies and read English books, newspapers or articles. Fourth, students memorized the new words, and they could use them in Oracy

class. So, these common strategies helped students in improving their speaking and listening skills in Oracy class.

The development of oracy skills-speaking and listening abilities in academic contexts is crucial for English students. This discussion aims to explore the various learning strategies employed by students to enhance their oracy skills and analyze the effectiveness of these strategies within an academic setting. Learning strategies refer to specific actions, behaviors, steps, or techniques students use to improve their progress in developing skills. According to Oxford (1990), these strategies can be classified into direct and indirect strategies, each serving different functions in the learning process.

Direct Learning Strategies

Direct strategies include memory, cognitive, and compensation strategies, directly involving the target language.

a. Memory Strategies: These strategies help students store and retrieve new information. Techniques such as visualization, association, and using physical response or mechanical techniques are frequently employed (Oxford, 1990). For instance, students might visualize conversations or associate new vocabulary with familiar images or concepts.
b. Cognitive Strategies: These involve the manipulation or transformation of the language. Activities such as practicing through repetition, summarizing, or using language for meaningful tasks fall under this category. In the context of oracy, cognitive strategies might include engaging in group discussions or practicing speeches.
c. Compensation Strategies: These strategies enable learners to overcome gaps in their language knowledge. Techniques such as guessing meanings from context or using synonyms and gestures are common. Students might use these strategies during presentations or spontaneous speaking tasks to maintain fluency and communication flow.

Indirect Learning Strategies

Indirect strategies support and manage the language learning process and include metacognitive, affective, and social strategies.

a. Metacognitive Strategies: These involve planning, monitoring, and evaluating the learning process. Students set goals, organize their study schedules, and reflect on their progress. For oracy, this might involve planning for speaking tasks, self-monitoring during conversations, and seeking feedback for improvement.
b. Affective Strategies: These help manage emotions, motivation, and attitudes. Techniques such as self-encouragement, anxiety reduction through relaxation exercises, or positive self-talk are critical. These strategies are particularly important in reducing speaking anxiety and building confidence.
c. Social Strategies: These involve interaction with others to improve language skills. Asking questions, seeking correction, and participating in group activities are key

components. Social interaction provides practical contexts for practicing speaking and listening skills.

In addition, the effectiveness of these strategies varies based on individual learner differences, the learning environment, and the specific academic context. Research indicates that the most successful language learners are those who can effectively combine and adapt multiple strategies (Chamot, 2004).

a. Individual Differences: Factors such as motivation, learning styles, and prior knowledge significantly influence the choice and effectiveness of strategies. For instance, highly motivated students are more likely to use metacognitive strategies and seek out additional speaking opportunities.
b. Learning Environment: The academic context, including the availability of resources, teacher support, and opportunities for interaction, plays a crucial role. Classrooms that encourage active participation and provide diverse speaking tasks foster better oracy skills development.

Despite the identified strategies, students face several challenges in developing oracy skills in academic contexts.

a. Anxiety and Lack of Confidence: Speaking anxiety is a common barrier, often hindering students from actively participating in oral activities. Strategies to manage anxiety, such as affective strategies, are essential but may require additional support from educators.
b. Limited Practice Opportunities: In many academic settings, opportunities for spoken language practice are limited compared to reading and writing tasks. Integrating more speaking activities and collaborative tasks can mitigate this issue.
c. Cultural Factors: Cultural background influences communication styles and attitudes towards speaking. Understanding these differences and incorporating culturally responsive teaching methods can help address these challenges.

Furthermore, the implications for teaching practice, the findings suggest several implications for teaching practice to enhance oracy skills among English students.

a. Strategy Training: Teachers should explicitly teach and model various learning strategies, providing students with a toolkit for improving their oracy skills. This includes demonstrating how to use strategies effectively and providing regular opportunities for practice.
b. Creating a Supportive Environment: Building a classroom environment that reduces anxiety and encourages risk-taking in speaking is crucial. This can be achieved through positive reinforcement, constructive feedback, and creating a safe space for making mistakes.
c. Incorporating Diverse Activities: A variety of speaking tasks, such as debates, presentations, role-plays, and group discussions, should be integrated into the curriculum. This diversity ensures that all students have the opportunity to practice and develop their oracy skills in different contexts.

Continuous Assessment and Feedback: Regular assessment of oracy skills and providing detailed feedback helps students identify their strengths and areas for

improvement. Self-assessment and peer feedback can also be valuable components of this process.

D. CONCLUSION

Based on the findings and discussion of research, students in Oracy class used 4 (four) common strategies. First, they did self-efficacy. They practiced speaking and listening by themselves at home. Second, they also used gestures in speaking in Oracy class, they felt gestures could make their friends more understand about what they said, beside their friends only listened. Third, students repeated the new words that they got from listening to English songs, watched English movies and read English books, newspapers or articles. Fourth, students memorized the new words, and they could use them in Oracy class. So, these 4 (four) common strategies helped students in improving their speaking and listening skills in Oracy class.

Related to the findings and discussions of the research, the researcher suggests students use strategies that are appropriate for them to understand speaking and listening skills in Oracy class, because learning strategies are very important in the learning process because it can help the learning easier, faster, more enjoyable, and more effective. It is suggested to the students to choose the learning strategy that is suitable for them so that they can understand the lesson easier and try to get the other strategies if the previous strategies unsuitable to use in process of learning oracy. Furthermore, lecturers need to find out interesting ways of teaching speaking and listening skills in Oracy class, so that, the students are easier to comprehend speaking and listening skills in Oracy in Academic Context class.

The area of research for teaching and learning process is very broad. It is necessary to conduct other researchers related to the students' strategies in Oracy class in English study program, moreover this course is a new subject. In this research, the researcher only investigated the learning strategies used by the English students in Oracy class and the common strategies used by students in Oracy class. Therefore, the other researchers can investigate the learning strategies that are rarely used by English students in Oracy class. The other researchers also can investigate the effectiveness of certain categories of learning strategies that students used in Oracy class. Besides, the researcher also suggests that other researchers can conduct the research about the differences between learning strategies used by the high achievement English students and the lower achievement English students in Oracy class.

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