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## THE LEARNING STRATEGIES APPLIED BY SOME HIGH SCHOOL STUDENTS IN PREPARING SPEECH COMPETITION

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### Abstract

This study aimed to describe the language learning strategies employed by two winners in preparing for an English speech competition at SMAN 1 Kediri. Employing a qualitative case study design, the study focused on the first- and second-place winners of the competition. Data were collected through observations, semi-structured interviews, and documentation. The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), involving data condensation, data display, and conclusion drawing and verification. The findings revealed that the participants employed all six categories of language learning strategies proposed by Oxford (1990), namely memory, cognitive, compensation, metacognitive, affective, and social strategies. Among these, cognitive and metacognitive strategies emerged as the most prominent, particularly in organizing ideas, monitoring practice, and enhancing speaking performance. These findings suggest that integrating various learning strategies helps students prepare effectively for English speech competitions.

**Keywords:** *high school students, learning strategies, speech contest.*

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### Introduction

Speaking skills are among the most important components of English language acquisition because they enable learners to express ideas effectively in academic and everyday situations. With the increasing demands for communication competence in academic



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and professional contexts, students are expected not only to master English but also to communicate their ideas fluently and confidently (Richards, 2008). However, speaking skills are typically considered one of the most difficult to develop, as they require learners to combine language knowledge, confidence, and communication strategies simultaneously. (Brown & Yule, 1996). Therefore, students need appropriate learning strategies to support the development of their speaking skills.

The role of language learning strategies as elements in successful language acquisition has been acknowledged. According to Oxford (1990) Language learning strategies are specific actions or approaches that learners use to make language acquisition simpler and more successful and to transfer it to other settings. Oxford grouped these techniques into six types: memory, cognitive, compensatory, metacognitive, affective, and social strategies. These strategies assist learners in becoming more active in controlling their learning, overcoming problems, regulating emotions, and communicating with others to enhance their language competence. Thus, Oxford's framework offers a holistic perspective on how learners use different methods to support successful language learning.

Previous studies have consistently demonstrated that language learning strategies contribute significantly to students' speaking performance. Learners employ various strategies to improve their fluency, pronunciation, vocabulary mastery, and confidence during speaking activities. For instance, Wael et al. (2018) found that students used different categories of language-learning strategies to support their speaking performance. In line with these findings, Christofan & Pramono (2024) reported that successful learners tended to combine multiple strategies and actively regulate their learning processes to enhance their speaking ability. These studies suggest that successful speaking performance is influenced not only by learners' linguistic competence but also by their ability to employ appropriate learning strategies.

Speech performance may be demonstrated in several forms. One of the forms is a speech competition, in which students are asked to demonstrate their speaking ability in a more rigorous, structured manner. Unlike the usual classroom speaking exercises, speech contests need not just language skills but also excellent preparation, emotional control, self-confidence, and the ability to captivate the audience. In the course of preparation, students need to use various strategies to meet these objectives, including memorising the speech material, rehearsing the delivery, managing nervousness, and seeking feedback from professors or peers. The criteria show that good performance in speech contests relies on both language competency and efficient use of learning methodologies. In this regard, the Oxford (1990) paradigm provides a comprehensive perspective on how learners deploy memory, cognitive,

metacognitive, emotional, and social strategies to facilitate their preparation and achieve a good speaking performance in speech competition.

Despite extensive research on language learning strategies, relatively little is known about their use in competitive speaking contexts. Moreover, limited attention has been paid to how different learning conditions shape students' strategies during preparation, particularly in speech competitions. Variations in learning experiences and access to learning resources may influence how learners select, combine, and use language learning strategies to meet the demands of competitive speaking. Students with different learning conditions may adopt different approaches in preparing for speech competitions. Therefore, further investigation is needed to deepen understanding of how learners adapt their strategic behavior to achieve successful speaking performance in competitive contexts. Specifically, this study has two main objectives: (1) to describe the learning strategies employed by the first and second winners in preparing for an English speech competition, and (2) to explain how they implemented those strategies throughout the preparation process.

## **Research Method**

### ***Design***

This study employed a qualitative case study design. According to Ary et al. (2010) a case study is a method in which researchers may analyse a phenomenon in its real-life setting through a comprehensive assessment. The case in this study was the learning techniques used by successful students to prepare for an English-speaking competition at SMAN 1 Kediri.

The case study design helped the researcher to explore the participants' preparation for the competition, their methods and how these techniques contributed to their speaking performance in depth. Data collection was carried out from June 2025 to July 2025. Data were obtained through observation, semi-structured interviews, and documentation to provide a comprehensive account of the phenomena under study. This design was deemed acceptable because it enabled the researcher to study participants' experiences in the real environment of speech competition preparation.

### ***Participants***

The participants in this research were two students who won first and second place in the English-speaking competition at SMAN 1 Kediri in 2025. Purposive sampling was used to select them for their excellent performance and strong achievements in speech competition. Moreover, the participants

had distinct learning histories and varying access to learning facilities, which provided rich, diverse information pertinent to this study's goal. To ensure confidentiality, the participants' identities remained anonymous and are referred to as P1 and P2 in this study.

### ***Data Collection***

In this qualitative study, the researcher served as the primary instrument for data collection. Data were acquired through observation, interviews, and documentation to obtain comprehensive information. The observation aimed to study the participants' behaviours, practice routines, and interactions during the speech preparation process. Field notes were taken of pertinent events and activities observed during the investigation.

To gain a deep understanding of participants' experiences, perceptions, and learning techniques in preparation for the speech competition, semi-structured interviews were conducted. Participants were interviewed on two occasions, each interview lasting around 30–45 minutes. The interviews were audio-recorded with the participants' consent to ensure data accuracy. Findings were also supported by documentation. To supplement the data, relevant documents were collected, including speech manuscripts, photos, certificates, and other materials related to the participants' preparation.

### ***Data analysis***

The data gathered were analysed by the interactive model given by Miles et al. (2014). According to Miles et al. (2014) state that qualitative data analysis comprises three parallel flows of activity: data condensation, data display, and conclusion drawing and verification. First, the researcher performed data condensation by choosing, concentrating, simplifying, and organising the data pertinent to the study topics. Second, the condensed data were presented methodically so that they could be interpreted and patterns identified within the findings. Finally, the conclusions were continually formed and confirmed throughout the study to verify the reliability, accuracy, and consistency of the findings. The three exercises were carried out interactively and constantly during the trial.

### ***Trustworthiness***

To ensure the trustworthiness of the findings, the researcher applied triangulation by comparing data obtained from observations, interviews, and documentation. Method triangulation enhanced the credibility of the findings by incorporating information from multiple sources. In addition, member checking was conducted by confirming the interview results and

interpretations with the participants to ensure that the findings accurately reflected their experiences and perspectives.

## Results and Discussion

Based on the analysis, both participants used a variety of interconnected learning strategies rather than applying them separately. Therefore, the findings are organized by referring to Oxford (1990) Classification of language learning strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategies. This categorization helps clarify the types of strategies used and how they are applied in real learning situations.

### Results

#### *Students' Learning Strategies in Speech Preparation*

##### **a. Memory Strategies**

Memory strategies are concrete approaches that learners use to store, retain, and retrieve information during the learning process. These strategies, in the context of speech preparation, helped participants memorize the material and retrieve knowledge during performance.

Data from the interview revealed that both individuals used repetition in speech preparation. Although they tried numerous methods, they found that frequent practice helped them to learn and give the speech more successfully. P1 tended to create situations that resembled the actual competition environment. As P1 stated, "I practice by imagining myself speaking in front of an audience, and I repeat it over and over again" (Interview, June 2025).

This means that P1 practiced on repeat and also imagined the audience in his mind. Such practice allowed him to become more familiar with the delivery of the speech and to increase his ability to retain the order of his thoughts. P2 was a different story. He employed a memorizing approach that he has used in other learning settings. P2 explained, "I use a repetition method like when memorizing the Qur'an, called tikror. I keep repeating it until my tongue can follow it automatically" (Interview, June 2025).

The phrase implies that P2 used the tikror approach, building memory through constant repetition. This practice enabled him to deliver the speech more naturally and also reduced the danger of forgetting specific portions during performance. The data indicate that a significant element of the participants' speech preparation was repetition. The two contestants used different tactics, but both relied on frequent practice as a memory-enhancing technique to prepare for the competition.

## **b. Cognitive Strategies**

Cognitive strategies are procedures that learners employ to understand, process, and generate language through activities such as analyzing, organizing, practicing, and transforming information. In terms of speech preparation, these methods were evident in the participants' idea generation, content organization, and speech editing during the process.

The interview data revealed that both participants actively engaged in a range of cognitive activities during speech preparation. They relied on multiple sources of information, incorporated personal experiences, revised their drafts, and organized their ideas to construct meaningful and persuasive speeches. Although their approaches differed, both participants demonstrated active involvement in processing and developing information. P1 tended to generate ideas by combining references from different sources with situations encountered in daily life. P1 stated, "It depends on the references I find, or sometimes from real-life ideas... then I combine them with real-world reasons" (Interview, June 2025).

The statement illustrates how P1 integrated information obtained from external references with personal observations. Rather than relying on a single source, he sought to connect different ideas to make the speech more relevant and meaningful. In addition to drawing inspiration from real-life experiences, P1 explored various sources to enrich the speech's content. P1 stated, "Usually I search for references from the internet, YouTube, or sometimes from AI to get additional ideas" (Interview, June 2025).

P1 was able to obtain new thoughts and larger viewpoints that could bolster the speech's theme by utilizing a variety of sources. These sources gave him more details and improved the way he elaborated on the subject. P1 also underlined how crucial it is to edit the speech while it is being prepared. P1 stated, "I often revise some parts because sometimes they do not sound interesting enough or there are better ideas that come later" (Interview, June 2025).

This phrase implies that rather than accepting the original draft of the speech right away, P1 progressively improved its content. Through revisions, he was able to improve the speech's overall quality and organise the concepts more effectively. In P2, a slightly different trend was noted. Important sources of inspiration were personal encounters and circumstances in the immediate surroundings. P2 explained, "I usually take topics from things I experience or see around me. For example, I once wrote about the importance of English because I felt that interest in learning English was still low in the boarding school environment" (Interview, June 2025).

P2 generated subjects that were directly relevant to his own situation and day-to-day existence as a result of these encounters. He was able to convey concepts that were more genuine and pertinent to the audience as a result of these encounters. P2 integrated knowledge from outside sources with personal experiences to support the points made in the speech. P2 explained, "I combine personal experience with information from the internet so that the speech content becomes stronger and more convincing" (Interview, June 2025). Another cognitive activity demonstrated by P2 was organizing the speech before writing the complete draft. P2 explained, "I usually start by creating an outline. I first decide the introduction, body, and conclusion, then I develop them to make the speech more interesting" (Interview, June 2025).

P2 was able to retain coherence throughout the speech and organise the flow of ideas by creating an outline. He was also able to extend the content more methodically because of this procedure. Additionally, P2 improved his comprehension of speech arrangement by using real English resources. P2 stated, "Reading English speech texts and articles helped me understand speech structure, how to organize arguments, and how to develop the content more effectively" (Interview, June 2025).

Exposure to speech texts and English articles provided valuable examples that guided P2 in developing arguments and arranging the content more effectively. The findings demonstrate that both participants actively processed and developed information through various cognitive activities. The use of personal experiences, external references, revision, outlining, and authentic materials contributed to the development of more structured and meaningful speech content. These activities were an important part of the participants' preparation and helped construct speeches relevant to the competition context.

### **c. Compensation Strategies**

Compensation strategies are techniques learners use to overcome limitations in their language knowledge and maintain communication through alternative expressions or other supporting resources. These strategies enabled the participants to address difficulties with vocabulary and pronunciation while ensuring the intended message could still be delivered effectively.

The interview results showed that both individuals used compensation strategies when encountering new or challenging terms. Rather than insisting on complicated terminology, they found other ways to overcome these challenges and maintain the flow of their speech. P1 was in the habit of

simplifying his language. He would replace difficult terms with phrases that would be easy for him to grasp and pronounce. P1 stated, “If there are difficult words, I replace them with easier ones” (Interview, June 2025).

This statement suggests that he modified his language use to fit his own ability. He picked easier terms so he wouldn't trip over their pronunciation and could convey his message more easily. This helped him to concentrate on the message rather than grapple with foreign words. P2 also took a similar tack. But P2 tried to learn how to pronounce difficult words first, and then replace them. P2 explained, “If I find words that are very difficult to pronounce, I look for the pronunciation on Google. But if it is still difficult, I replace it with a similar but easier word” (Interview, June 2025).

This sentence suggests that P2 used additional resources to address pronunciation concerns. When terms were still difficult to pronounce, he utilized other words of comparable meaning. This technique helped him to keep the message clear and to reduce the chances of mistakes in voice delivery. The results show that both participants used compensatory techniques to overcome the language problems they encountered during speech preparation. Both participants employed different techniques, but they both chose to change or substitute problematic words to make the speech delivery smoother and more effective.

#### **d. Metacognitive Strategies**

Metacognitive strategies are the tools that learners employ to plan, monitor, and assess their learning process. These techniques were mirrored in the way in which the participants structured their preparation, monitored their progress, and modified their speech to enhance the quality of their presentations in the speech preparation setting.

The interview results revealed that the two individuals used metacognitive methods during the process of preparation. They knew the necessity of planning and reviewing their speeches in order to have a better result in the competition. Although the two participants had distinct approaches to the preparation process, both were actively involved in controlling and regulating their own learning. P1 likes to know the theme before the speech substance. P1 stated, “First, I try to understand the topic and think about what points should be included. After that, I start developing the ideas little by little” (Interview, June 2025).

The implication is that P1 listened to the planning phase prior to drafting the speech. He may have organised the material more methodically by selecting the main themes and expanding the concepts progressively. Moreover, P1 was frequently checking and changing his speech in the preparation phase. P1 stated, “Sometimes I change some parts because I

think there are better ideas or because the previous version is not interesting enough” (Interview, June 2025).

This response indicates that P1 regularly evaluated the quality of his speech and made improvements whenever necessary. Such self-monitoring enabled him to refine the content and enhance the effectiveness of the message delivered. A similar pattern was observed in P2. Before writing the complete script, P2 first organized the structure of the speech. P2 explained, “I usually start by making an outline. I decide the introduction, body, and conclusion first, then I develop each part” (Interview, June 2025).

This statement indicates that P2 had pre-planned the arrangement of the speech. An outline was prepared to assist him in being coherent and to have the concepts carefully presented. Also, P2 reflected on his work during the preparation phase. P2 stated, “After finishing the draft, I read it again and revise the parts that I think are less effective or unclear” (Interview, June 2025).

The statement indicates that P2 monitored the quality of his speech and made revisions to improve clarity and effectiveness. Through this process, he was able to produce a speech that better suited the objectives of the competition. Overall, the findings demonstrate that both participants employed metacognitive strategies by planning, monitoring, and evaluating their speech preparation. These activities enabled them to regulate their learning process and improve the quality of their speeches before the competition.

#### **e. Affective Strategies**

Affective strategies are the techniques that learners employ to manage their emotions, attitudes, motivation, and anxiety during the learning process. In the context of speech preparation, these tactics assisted the participants in remaining confident, motivated, and emotionally ready when preparing for the competition.

The analysis of the interview data showed that both participants engaged in emotional methods to control their uneasiness and keep their motivation during the preparation phase. They had pressure and nervousness before the tournament, but they tried to control their emotions and have positive thinking to perform better. P1 used emotive techniques by telling himself to be calm and confident before giving his speech. P1 stated, “Of course, I feel nervous, but I try to calm myself down and convince myself that I have practiced enough” (Interview, June 2025).

The statement implies that P1 was aware of the uneasiness he felt and tried to control his feelings by self-encouragement. He managed to calm his

nerve and retain confidence during the tournament by recalling himself of the preparation he had done. P1 also emphasised the significance of being motivated throughout the whole preparation. P1 stated, “Sometimes I feel tired, but I keep reminding myself of my goal and why I joined the competition” (Interview, June 2025).

This response demonstrates that P1 used personal objectives as a basis for motivation. The same drive kept him dedicated to the preparation process in spite of the hurdles he faced. P2 showed a comparable trend. P2 felt it was normal to be apprehensive, particularly in front of a large audience. P2 explained, “I usually feel nervous before going on stage, so I try to relax and think positively” (Interview, June 2025).

The statement shows that P2 tried to reduce worry by being optimistic. He used positive thinking to lessen anxiety and mentally prepare himself before making the speech—additionally, P2 showed perseverance in the face of challenges during preparation. P2 stated, “Even when I make mistakes or forget some parts, I keep practicing because I want to do my best” (Interview, June 2025).

This statement reflects P2's determination to continue practicing despite encountering obstacles. His willingness to persist and improve demonstrated the role of motivation and emotional control in supporting the preparation process. The findings demonstrate that both participants employed affective strategies to regulate emotions and maintain motivation during speech preparation. Through self-encouragement, positive thinking, and persistence, they were able to cope with nervousness and remain committed to achieving their goals in the competition.

#### **f. Social Strategies**

Social strategies are tactics employed by learners to assist their learning via interaction and cooperation with others. These tactics allowed the participants to receive feedback, share ideas, and enhance their performance through communication with other individuals, in terms of speech preparation. In the preparation phase, both individuals used social techniques, according to the interview data. They sought out people to help and give criticism to improve the quality of their talks.

Interaction with teachers, peers, and other individuals provided valuable input that supported the development and delivery of their speeches. P1 tended to involve other people when preparing for the competition. He sought feedback and suggestions to improve the content and delivery of the speech. P1 stated, “Sometimes I ask my teacher or friends

whether my speech sounds good or if there are parts that need improvement” (Interview, June 2025).

The statement suggests that P1 recognized the importance of receiving input from others. Through these interactions, he was able to identify weaknesses in the speech and make necessary revisions to enhance its quality. In addition to receiving feedback, P1 also learned from observing speeches delivered by others. P1 stated, “I often watch speech videos and learn how the speakers deliver their ideas and express themselves” (Interview, June 2025).

This reaction indicates that P1 drew on engagement with other sources of communication to have a better grasp of good speech delivery. He learned fresh concepts and improved his own performance by watching expert speakers. P2 followed the same pattern. P2 asked for recommendations and reviews of his speech from others during the preparation phase. P2 explained, “I usually ask my teacher or friends for their opinions because they sometimes notice things that I do not realize” (Interview, June 2025).

The statement indicates that P2 valued the perspectives of others and considered their feedback useful for improving the speech. Such interactions enabled him to refine both the content and presentation of the speech. Furthermore, P2 emphasized the importance of practicing with other people. P2 stated, “Practicing with friends helps me become more confident because they can give comments and corrections” (Interview, June 2025).

This statement illustrates how engagement with peers helped P2 in his preparation process. “Other people’s comments and corrections helped him to notice mistakes and to be more confident for the competition. The results suggested that participants used social tactics, including socialising and asking for help from others, during speech preparation. By giving criticism, having consultations, and practicing together, they enhanced the quality of their presentations and boosted their preparation for the competition.

### ***Discussion***

The results showed that participants used all six kinds of language acquisition techniques outlined by Oxford (1990), namely memory, cognitive, compensation, metacognitive, affective, and social strategies. These strategies were used during the preparation for the speech competition and reflected the participants' efforts to generate ideas, overcome language barriers, manage emotions, and improve their overall performance. Each technique served different roles, but they worked together to help participants prepare and deliver their speeches successfully.

Both individuals used repeated practice as a memory strategy to aid in information retention and retrieval. P1 chose to practice by visualizing real instances of speaking. P2 rehearsed the speech often until it became more automatic (*tikror*). These findings corroborate Oxford (1990) idea that memory methods allow learners to retain and retrieve knowledge more efficiently. This conclusion is consistent with Mendrofa & Wijaya (2022) who found that repeated practice contributes to speaking fluency and confidence as learners become increasingly comfortable with the language. The relevance of memory methods in the current study may be linked to the nature of speech competitions, in which participants are expected to deliver their speeches precisely and confidently without relying primarily on printed scripts.

Another key discovery is the usage of cognitive techniques. Both participants were shown to actively process information by synthesizing personal experiences with external sources, editing their drafts, and carefully structuring their ideas. Oxford (1990) states that cognitive methods are used to manipulate and modify learned content to promote language output. The present results are consistent with the findings of S et al. (2021) who found that learners widely used cognitive methods to improve their speaking skills through practice, analysis, and organization of material. Liu & Yeung (2023) found that cognitive methods had a significant influence on learners' development of speaking skills because they helped learners actively process information and produce meaningful language output. The predominance of cognitive methods in this study indicates that preparation for speech competitions involves more than just memorizing facts; participants also need to learn to structure arguments and generate ideas. This may explain why cognitive methods are the most prevalent strategy used by the subjects.

The results also indicated that the participants used compensation strategies when they encountered vocabulary and pronunciation problems. Both participants preferred using simple terms rather than unfamiliar expressions to preserve the original meaning. This outcome supports (Oxford, 1990) perspective that compensation strategies help learners bridge gaps in their language understanding and keep the conversation going. Octaberlina et al. (2022) reported similar findings, noting that learners frequently use alternative terms to circumvent language restrictions and maintain fluency in speaking tasks. Thus, compensation measures seemed helpful for participants in reducing communication issues and performing their presentations more efficiently.

Moreover, metacognitive strategies were evident in the participants' planning, monitoring, and assessment of their preparation. They collected their thoughts, edited their remarks, and constantly evaluated the efficiency

of their efforts. These results are consistent with Oxford (1990) who pointed out that metacognitive techniques are linked to the management and regulation of one's own learning process. Similar findings were observed by Sari et al. (2025), who suggested that effective language learners are those who actively monitor and assess their learning practices. The outcomes of the current study show that preparing a speech requires learners to recognize their strengths and weaknesses and continue developing throughout the learning process.

Furthermore, participants' use of affective strategies was significant in managing emotions and sustaining motivation. Before the performance, both participants were worried and under pressure, but they tried to keep their nerves in check and be cheerful. This conclusion confirms Oxford (1990) notion of affective techniques that assist learners in controlling their emotions, motivation, and attitudes during language acquisition. Similarly, Hao & Chen (2024) revealed that emotional control and self-motivation were substantially related to learners' confidence and speaking performance. These findings indicate that emotional preparedness is a key part of speech preparation, as learners must manage fear and sustain motivation to perform well.

Finally, the utilization of social strategies through contact with teachers, friends, and other feedback sources. Consultation, discussion, and collaborative practice provided participants with recommendations and corrections that helped improve both the content and performance of their presentations. These findings are consistent with Oxford (1990) argument that social strategies promote language learning by promoting cooperation and connection with others. Similarly, Lui & Aryadoust (2024) stressed that interaction and cooperation are crucial elements in language acquisition, as they offer learners opportunities to receive feedback and enhance their communication skills. Therefore, encouragement from others was considered an important factor in improving the participants' confidence and preparation for the competition.

The data suggest that the six kinds of learning techniques outlined by Oxford (1990) were interrelated rather than operating individually. Participants integrated memory, cognitive, compensation, metacognitive, affective, and social techniques depending on their requirements and learning experiences. Cognitive techniques seemed to be the most prevalent among these strategies, as speech preparation required participants to actively absorb information, organize their thoughts, and develop compelling arguments. Thus, the present study emphasizes the need not only for

language ability but also for good control of the cognitive, affective, and social elements of learning for successful preparation for speech competition.

## **Conclusion**

The results of the study indicated that all six types of language learning methods outlined by Oxford (1990) were used by the participants in preparing for the speech competition. These strategies include memory, cognitive, compensatory, metacognitive, affective, and social strategies. These strategies were used to support several parts of the preparation process, including recalling the substance of the speech, generating ideas, overcoming language issues, managing emotions, and receiving feedback from others. The data also showed that the methods worked not in isolation but in concert to enable participants to deal with the linguistic, cognitive, emotional, and social demands of competitive speaking.

The most common category of the six categories was “cognitive strategies”. The participants engaged in active information processing by integrating their experiences and external references, organizing ideas, revising drafts, and developing arguments to produce meaningful content for their speeches. This data indicates that memorizing alone will not result in successful preparation for a speech competition. Learners have to think in higher-order processes that help them to organize and convey their thoughts. Thus, cognitive strategies seem to be quite important for supporting both the quality of speech content and overall speaking performance.

The findings of this study also provide several pedagogical implications for English teachers and speech coaches. Since language learning strategies contribute to students' speaking development, teachers are encouraged to raise students' awareness of various strategies and provide learning experiences that foster not only linguistic competence but also cognitive, affective, and social development. Likewise, speech training programs should incorporate activities that promote repeated practice, organization of ideas, self-evaluation, emotional regulation, and collaborative learning. Such activities may help students prepare more systematically and enhance their confidence when participating in speech competitions.

Finally, this study was conducted with a limited number of participants and within a specific educational context. Therefore, future studies are recommended to involve larger participant groups and diverse educational settings to provide a broader understanding of language-learning strategies in speech preparation. Further research may also investigate the relationship between language learning strategies and speaking performance, or explore how these strategies are employed in other forms of public speaking. Such investigations are expected to enrich the existing

literature on language learning strategies and provide deeper insights into the development of speaking skills in various contexts.

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