

# INDIRECT LEARNING STRATEGIES EMPLOYED BY HIGH DEGREE STUDENTS IN AN INTERNATIONAL CLASS TO DEVELOP THEIR SPEAKING SKILL

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## Abstrak

Penelitian ini bertujuan untuk mengeksplorasi strategi pembelajaran yang digunakan siswa dalam keterampilan berbicara. Fokusnya pada (1) jenis strategi pembelajaran yang digunakan mahasiswa kelas Internasional untuk mengembangkan keterampilan berbicaranya, (2) realisasi strategi pembelajaran yang digunakan mahasiswa kelas Internasional untuk mengembangkan keterampilan berbicaranya dan (3) faktor-faktor yang berkontribusi terhadap pilihan strategi pembelajaran yang digunakan oleh mahasiswa di kelas Internasional untuk mengembangkan keterampilan berbicara mereka. Penelitian ini menggunakan pendekatan metode kualitatif khususnya studi kasus. Teknik pengumpulan data penelitian ini menggunakan kuesioner terbuka. Dalam menganalisis data, peneliti menggunakan teori Oxford (1990) untuk menyelidiki strategi pembelajaran yang digunakan oleh siswa dalam mengembangkan keterampilan berbicara mereka. Lima belas siswa dipilih secara sengaja sebagai partisipan dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa siswa menerapkan ketiga jenis strategi tersebut dengan cara yang berbeda. Jenis-jenis tersebut adalah strategi metakognitif (86%), strategi sosial (70%), dan strategi afektif (64%). Strategi yang paling dominan digunakan adalah strategi metakognitif. Dalam merealisasikan strategi, siswa melakukan beberapa kategori yang berhubungan dengan strategi seperti memperhatikan pembicara lain, mencari tahu tentang bahasa, merencanakan tugas bahasa, memantau diri sendiri, menggunakan relaksasi progresif dan pernapasan dalam, mengambil risiko bijaksana, mendengarkan tubuh, meminta klarifikasi dan bekerja sama dengan orang lain. Terakhir, terungkap bahwa preferensi strategi belajar siswa dipengaruhi oleh tiga faktor seperti motivasi, gaya belajar, sikap dan keyakinan.

**Kata Kunci:** Strategi pembelajaran, keterampilan berbicara, faktor yang mempengaruhi strategi pembelajaran.

## Abstract

This research aimed to explore learning strategies used by high degree students in speaking skills. It focuses on (1) the types of learning strategies used by the students in an International class to develop their speaking skills, (2) the realization of learning strategies used by the students in an International class to develop their speaking skill and (3) the factors that contribute to the choice of learning strategies used by high degree students in an International class to develop their speaking skill. This study applied a qualitative method approach, especially a case study. The data collection technique of this research used an open-ended questionnaire. In analyzing the data, the researcher used Oxford's theory (1990) to investigate learning strategies used by students in developing their speaking skill. Fifteen students were purposively chosen as the participants in this research. The result of this research showed that the students applied all three types of

strategies in different ways. Those types are metacognitive strategies (86%), social strategies (70%), and affective strategies (64%). The most dominantly used was metacognitive strategies. In the realization of strategies, the students do such kind of category that relate to the strategy such as paying attention to other speakers, finding out about language, planning for a language task, self-monitoring, using progressive relaxation and deep breathing, taking risks wisely, listening to the body, asking for clarification and cooperating with others. Lastly, it revealed that students' learning strategy preferences were affected by three factors such as motivation, learning style, attitudes, and beliefs.

**Keywords:** Learning strategies, speaking skill, factors affecting learning strategy.

## 1. INTRODUCTION

English is a foreign language in Indonesia. There are four basic skills in learning English which are writing, listening, reading, and speaking. Speaking is a language skill that is used as a more effective means of communication and plays an important role in life. Through speaking, we can convey messages by expressing our thoughts, ideas, and feelings to someone directly. Bailey and Savage (1994) state that speaking in a second or foreign language has often been viewed as the most demanding and central in foreign language pedagogy. It is in line with Nunan (1991: 39), who claims that "For most people mastering speaking skill is the most crucial aspect of learning a foreign language and the success is measured in terms of the ability to carry on a conversation in that language".

Considering the importance of speaking skills in a foreign language, English learners should be able to speak well. They have to know how to use that language. However, in reality, speaking skill is not an easy skill to be mastered by some learners. Regarding this, Lazaraton in Celce-Murcia (2002) states that speaking is an activity that requires the integration of many subsystems and all these factors combine to make speaking in a foreign language a difficult task and challenging for foreign language learners. She mentions four factors to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that learners who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. Secondly, slang and idioms are often used in speech without facility in using these ubiquitous features of spoken language learners are apt to sound bookish. Thirdly, learners also must acquire the stress, rhythm, and intonation of English which are a complicated task for many. Finally, the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. It means that there are various demands simultaneously for oral communication. For these reasons, it can be seen that speaking a foreign language is not an easy task for language learners.

They need more than just knowing the rules of grammar and semantics, but also must always practice their skills to achieve success in speaking skill.

In order to achieve success in speaking skill, learners need appropriate strategies to facilitate their learning process. The understanding strategy used in learning speaking is important in arranging a plan and preparation for learning to speak outside. Strategy is an individual approach that aims to assist in completing a task. According to Chamot (2005), strategies are quite broadly defined as procedures that facilitate learning tasks, they are most often conscious and goal-driven. Furthermore, Ortega (2009: 208) defines learning strategies as “conscious mental and behavioral procedures that individuals engage in with the aim of gaining control over their learning process”. Meanwhile, Oxford (2011:12) states self-regulated L2 learning strategies as “deliberate goal-directed attempts to manage and control efforts to learn the L2. These strategies are broad, teachable actions that learners choose from among alternatives and employ for L2 learning purposes”. She adds that strategies play a considerable part in language learning and they are responsible for the progress and development of learners’ language skills. It means that learning strategies can impact the learners' learning outcomes.

Several studies have been conducted related to language learning strategies in order to develop students’ speaking skill. Trialoka (2017) and Kurniawan (2019) investigated the language learning strategies used by the students of English Education Study Program in learning speaking skill based on classifications from O’Malley and Chamot (1990) Taxonomy. The result of the research found that Socio-affective strategies was the appropriate strategies in developing speaking skill. Kehing & Yunus (2021), Purwanti (2021), and Segaran (2021) investigated the language learning strategies in speaking skill based on classifications from Oxford Taxonomy. However, they did not explore further the factors contribute to determining of using the appropriate strategies. In comparison, Hikmah & Kuswardani (2021), Virgonita (2021), and Wael (2021) conducted further studies related to the use of learning strategies based on Oxford Taxonomy and factors that contribute to determining the frequency of using selected strategies by the students.

Different from the previous research, the present research focused on the type of Indirect language learning strategies, the realization of the language learning strategies, and factors that contribute to the choice of learning strategies used by the students in International class of UMS to develop their speaking skill.

Based on the explanation above, the researcher is fascinated to conduct research entitled "Indirect Learning Strategies Employed by High Degree Students in an International Class to Develop Their Speaking Skill.

## 2. RESEARCH METHOD

This research was a descriptive qualitative method with a case study approach. According to Creswell (2014), a case study is a qualitative design or research strategy in which the research carefully investigates the process and activities of an individual or group. The subjects of this research were fifteen high-degree Students in the International class. The data will be collected through an open-ended questionnaire technique. The researcher adopted speaking learning strategies questionnaire items based on Oxford's (1990) classification. In this research, the researcher took 27 statements of indirect learning strategies that consist of metacognitive strategies, affective strategies, and social strategies to analyze the data. It is related to the types, realization, and factors affecting learning strategies in speaking. In scoring the results of the questionnaire, the researcher used Sensory Inventory Language Learning (SILL) containing four answer choices such as always (4.0), often (3.0), rare (2.0), and never (1.0). In checking the data validity, this research used expert judgment and member-checking techniques. The data analysis used the theory of Miles, Huberman & Saldana (2014) concept. It consists of four steps such as: Firstly data collection. Secondly is data reduction. The third is data display. Lastly, conclusion drawing and verification

## 3. FINDINGS AND DISCUSSION

There were three types of Indirect learning strategies employed by students in developing their speaking skill and factor contributing to choice the strategies. The data were analyzed in this section.

### 3.1 Result of Findings

#### 3.1.1 The Types of Learning Strategies

The SILL (Strategy Inventory of Language Learning) questionnaire revealed that the students in International class used all the types of language learning strategies but in different percentages. From the three main strategies, the most used type of speaking learning strategies was metacognitive strategies with the highest percentage as much as 86%. The second dominant used was Social strategies with a percentage as much as 70%. The least used was affective strategies with a percentage as much as 64%. (See table 1)

Table 1 Types of Indirect Learning Strategies

No	Speaking Learning Strategies	Mean Score	Percentage (%)
1	Metacognitive Strategies	3,45	86%
2	Social Strategies	2,76	70%
3	Affective Strategies	2,53	64%

According to Oxford (1990) Metacognitive strategies assist students in self-regulating their learning. Metacognitive strategies includes three sub categories: centering learning, arranging and planning learning, and evaluating learning. In this regard, the highest percentage by the sample population of students was the category of evaluating students learning by using self-monitoring. The students frequently used the strategy by notice speaking mistakes and use the information to help do better. They were aware of when to make a mistake when speaking, such as the use of vocabulary and incorrect grammar. The students used these mistakes to serve as reminders or notes so they don't make similar mistakes in the next speaking session. Sometimes, they were also corrected by other students as well. Moreover, the students also used self-evaluating in knowing their progress in learning speaking. The students think that their language skill was low. The students' goals were to improve their progress in learning English including speaking skill.

Social learning strategies are split into three different categories, those are asking questions, cooperating with others, and empathizing with others. Based on the data questionnaire, among the three main social categories described by Oxford, the highest percentage by the sample population of students was the category of cooperating with others. The students dominant used the strategy by cooperating with other learners such as practicing the dialogue and guessing the English words.

Affective strategies are the way to get better control over students' emotions. It is related to students' moods and feelings. These strategies include three sub categorize, such as lowering students anxiety, encouraging students self, and taking students emotional temperature. Among the three main affective categories described by Oxford, the highest percentage by the sample population of students was the category of Encouraging Students Self. The students dominantly used the strategy by taking risk wisely such as push themselves to speak English even when they are afraid of making mistakes.

### 3.1.2. Factor contributing to the choice of Learning Strategies

The students used their learning strategies differently, which were influenced by different factors. The data analysis can explain the factors that influence students' learning strategies preferences in developing their speaking skills.

#### a) Motivation

Oxford and Nyikos (1989) indicate that learners with high motivation to learn a language will likely use a variety of strategies. Therefore, in terms of language learning achievement can be viewed as one of the indexes of motivation since motivation can lead to and support all activities. In this research, motivation affected the preferences of metacognitive strategies, affective strategies, and social strategies. The students used all indirect strategies to motivate themselves to grab the target language. The students paid

attention to the other speakers and tried to decrease their anxiety when they spoke English to calm themselves to produce the target language fluently. They give rewards or gifts to themselves to motivate their learning in speaking. They also motivated themselves to practice their ability with other students in order to reach a satisfying result

#### b) Attitudes and Beliefs

Attitude is a set of beliefs to act or evaluate behavior in a certain way. The results of the research showed that attitudes and belief is the reason the students used metacognitive, affective, and social strategies. Belief became the students' reason for using the metacognitive strategy. They believe that by listening to and imitating the speech of native speakers they can develop their speaking in which it becomes easier for others to understand their speech. They listened to the video dialogue to practice their speaking skills. Belief also became the students' reason preferred affective strategy. The students believe that writing their feelings in a diary such as deficiencies when performing speaking will ease their feelings in learning to speak and not repeating them in the next sessions. Furthermore, the students believe that interacting with other students will help them understand and improve their ability to speak.

#### c) Learning Style

Learning style influences all kinds of indirect language learning strategies. The learning styles of auditory, visual, and kinesthetic influence learning strategy preference. In auditory and visual learning styles, the students rely on listening and watching as primary learning styles. The students learn by paying attention when someone speaks up. Moreover, they learn through social media such as listening to conversations on YouTube, podcasts and watching short videos on TikTok. They also listen to English songs and watch English movies to develop cultural understanding. Whereas, in the Kinesthetic the students learn by self-training and making conversation with others.

### **3.2 Discussion**

According to the findings of the research, there were three learning strategies. The findings of the research are consistent with Oxford Taxonomy's (1990) framework, in indirect strategies including metacognitive, affective, and social strategies. The most students tended to use metacognitive strategies of all strategies. It was applied by making preparations before class, paying attention to other speakers, and evaluating to review the learning progress. Second was social strategies that applied by asking questions for clarification and correction, cooperating with others, and empathizing with others. The least was affective strategies that applied by lower the anxiety, encouraging students self, and taking emotional temperature.

The findings of this research were in line with the findings of Wael et al (2018) and Garita et al (2021) in Indirect Learning Strategies because they also found that metacognitive strategies are most often used in learning speaking skill. The second usage is followed by social strategies, and the least was affective strategies. In the other hand, the research findings have contradicted with Patmawati et.al (2018) and Tahang et.al (2018) show that most strategies used by students in speaking skill were affective strategies. The researcher assumed the reason for the different findings is because they used different data sources. In the current research, the data were taken from students majoring in Informatics engineering and management who enter an international class, while in the previous research the data were taken from students of the English Education Department. There are three factors that contribute the students to the choice of learning strategies. Those are motivation, attitudes and beliefs, and learning style. It was in line with Oxford theory. The students used all indirect strategies to motivate themselves to grab the target language. There are three factors that contribute to the choice of learning strategies. Those are motivation, attitudes and beliefs, and learning style. It was in line with Oxford theory. The students used all indirect strategies to motivate themselves to grab the target language. The students believe that interacting with other students will help them understand and improve their ability to speak. They feel more comfortable when discussing and asking their friends about their difficulties. The next factor was learning style. In auditory and visual learning styles, the students rely on paying attention, listening, and watching as primary learning styles. Whereas, in the Kinesthetic learning style the students learn through action in their memory strategies. They learn by self-training and making conversation with others.

#### **4. CONCLUSION**

According to the discussion of data analysis, the researcher summarized some conclusions that: a) The students in International class used all the types of language learning strategies in different percentages. b) There are three factors that contribute the students to the choice of learning strategies.

The first was types of the strategies that students used to develop their speaking skill. From the three main strategies, the most used type of speaking learning strategies was metacognitive strategies with the highest percentage as much as 86%. The second dominant used was Social strategies with a percentage as much as 70%. The least used was affective strategies with a percentage as much as 64%. It means that the students more often use organizing, planning, and evaluating in learning speaking skill.

The second was factors that contribute to the choice of learning strategies. There are three factors, those are motivation, attitudes and beliefs, and learning style. The students used all indirect strategies to

motivate themselves to grab the target language. The students believe that interacting with other students will help them understand and improve their ability to speak. In learning styles, the students rely on paying attention, listening, and watching as primary learning styles. Besides that, they learn by self-training and making conversation with others.

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