

**INDIRECT LEARNING STRATEGIES EMPLOYED BY STUDENTS IN
INTERNATIONAL CLASS OF UMS TO DEVELOP THEIR SPEAKING SKILL**

THESIS



**Submitted to the Department of English Education,
Faculty of Teacher Training and
Education, Universitas Muhammadiyah Surakarta in
Partial Fulfilment of the Requirements for the
Degree of Magister of Education**

by

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2023**

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Official note on Rinda Agustina's Thesis

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Assalamualaikum Wr. Wb.

Having read, examined, corrected, necessarily revised of

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Focus on : Speaking

Title : Indirect Learning Strategies Employed by Students in International Class of UMS to Develop their Speaking Skill.

I state that the thesis is approved to be examined by board of examiners in the Magister of English Education of Muhammadiyah University of Surakarta.

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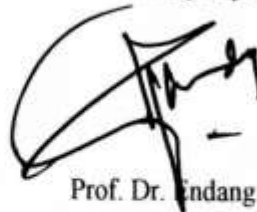
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Thesis Title : Indirect Learning Strategies Employed by Students in An International Class of UMS to Develop Their Speaking Skill

Supervisor's Approval:

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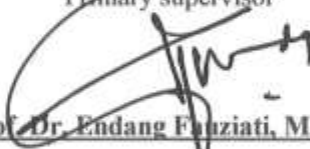
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The board of examiners certify that the thesis is eligible for submission.

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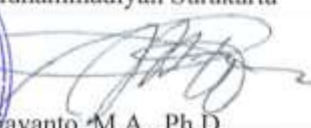
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STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “**Indirect Learning Strategies Employed by the International Students Program of UMS to Develop Their Speaking Skill**” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred to and acknowledged accordingly.

I also confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia and abroad.

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Rinda Agustina

MOTTO

“Do my best, so that I can’t blame myself for anything”

(Magdalena Neuner)

DEDICATION

This thesis is proudly desiccated to

Mr.Sutarno and Mrs. Sainem

My beloved parents who always pray and support me in any situation.

ACKNOWLEDGEMENT

Assalamualaikum Wr. Wb.

First of all, thank to Allah SWT because of his blessing, guidance, and love, the researcher completed this research paper entitled **INDIRECT LEARNING STRATEGIES EMPLOYED BY THE STUDENTS IN INTERNATIONAL CLASS TO DEVELOP THEIR SPEAKING SKILL.**

In conducting this research, the researcher realized that it is impossible to finish without other people's help. Therefore, the researcher would like to thank to all people who have supported and accompanied over the years and during the arrangement of this research paper. The researcher would like to express her deepest gratitude and appreciation to:

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In the deep heart, the researcher realized that there are still many mistakes and still far from being perfect. Therefore, the researcher hopes there are criticisms and advices from the readers to improve this research better than before. It will be accepted happily. Hopefully this paper can contribute to other researchers who are interested in the writing skill. Thank you and that's all.

Wassalamualaikum, Wr.Wb

Surakarta, 17 November 2023

The Researcher



Rinda Agustina

ABSTRACT

Rinda Agustina. S400200013. “Learning Strategies employed by the Students in International Class of UMS to develop their Speaking Skill”. Thesis. Master of English Education. Graduate School of Muhammadiyah University of Surakarta. 2023.

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This research aimed to explore learning strategies used by students in speaking skills. It focused on (1) the types of learning strategies used by the students in an International class of UMS to develop their speaking skills, (2) the realization of learning strategies used by the students in an International class of UMS to develop their speaking skill and (3) the factors that contribute to the choice of learning strategies used by the students in an International class of UMS 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 the International class of UMS 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 dominant 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.

ABSTRAK

Rinda Agustina. S400200013. “Strategi Pembelajaran yang Digunakan Mahasiswa Kelas Internasional UMS untuk Mengembangkan Keterampilan Berbicaranya”. Tesis. Magister Pendidikan Bahasa Inggris. Sekolah Pascasarjana Universitas Muhammadiyah Surakarta. 2023.

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Penelitian ini bertujuan untuk mengeksplorasi strategi pembelajaran yang digunakan siswa dalam keterampilan berbicara. Fokusnya pada (1) jenis strategi pembelajaran yang digunakan mahasiswa kelas Internasional UMS untuk mengembangkan keterampilan berbicaranya, (2) realisasi strategi pembelajaran yang digunakan mahasiswa kelas Internasional UMS untuk mengembangkan keterampilan berbicaranya dan (3) faktor-faktor yang berkontribusi terhadap pilihan strategi pembelajaran yang digunakan oleh mahasiswa di kelas Internasional UMS 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 di kelas internasional UMS 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.

TABLE OF CONTENT

| | |
|---|-------|
| COVER..... | i |
| NOTA OF ADVISOR I | ii |
| NOTA OF ADVISOR II..... | iii |
| PRIMARY SUPERVISOR’S APPROVAL FORM..... | iv |
| CO-SUPERVISOR’S APPROVAL FORM | v |
| APPROVAL OF THESIS FOR SUBMISSION..... | vi |
| ACCEPTANCE | vii |
| STATEMENT OF AUTHORSHIP | ix |
| MOTTO | x |
| DEDICATION..... | xi |
| ACKNOWLEDGEMENT | xii |
| ABSTRACT..... | xiv |
| ABSTRAK..... | xv |
| TABLE OF CONTENT | xvi |
| LIST OF TABLES | xviii |
| CHAPTER I INTRODUCTION..... | 1 |
| A. Background of the Study..... | 1 |
| B. Problem Statement..... | 3 |
| C. Objectives of the Study | 3 |
| D. Significance of the Study | 3 |
| E. Research Paper Organization..... | 4 |
| CHAPTER II LITERATURE REVIEW | 5 |
| A. Underlying Theory | 5 |
| B. Previous Study..... | 18 |

| | |
|--|----|
| CHAPTER III RESEARCH METHOD | 24 |
| A. Research Approach | 24 |
| B. Subject and Object of the Study | 24 |
| C. Research Setting | 24 |
| D. Data and Data Source | 25 |
| E. Technique and Instrument of Collecting Data..... | 26 |
| F. Data Validity | 26 |
| CHAPTER IV RESEARCH FINDING AND DISCUSSION | 28 |
| A. Research Findings | 28 |
| B. Discussion..... | 53 |
| CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION..... | 57 |
| A. Conclusion..... | 57 |
| B. Implication..... | 58 |
| C. Suggestion | 59 |
| REFERENCES | 60 |
| APPENDIX..... | 64 |

LIST OF TABLE

| | |
|--|----|
| Table 2.1 Indirect Learning Strategies | 15 |
| Table 3.1 Research Timeline | 25 |
| Table 4.1 The Result of SILL in Metacognitive Strategies | 29 |
| Table 4.2 The Result of SILL in Affective Strategies | 31 |
| Table 4.3 The Result of SILL in Social Strategies | 33 |
| Table 4.4 The Frequency of Speaking Learning Strategies | 34 |