

**INDIRECT LEARNING STRATEGY: A CASE STUDY OF THE  
FLUENT SPEAKERS AT MA BILINGUAL SIDOARJO IN  
PRACTICING ENGLISH SPEAKING SKILL**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan Islam (S.Pd) in Teaching English



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## ABSTRACT

Mareta, Elza. (2022). *Indirect Learning Strategy: A Case Study of Fluent Speakers at MA Bilingual Sidoarjo in Practicing English Speaking Skill*. Thesis. English Language Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel Islamic University, Surabaya. Advisor I: Dr. Irma Soraya, M.Pd, Advisor II: H. Mokhamad Syaifudin, M.Ed., Ph.D.

**Key Words:** Fluent Speaker, Indirect Learning Strategy, Speaking Skill.

This study aims to discover the indirect learning strategies of fluent speakers and describe how they implement those indirect learning strategies in practicing their English speaking skills. The participants of this study were fluent speakers of MA Bilingual Sidoarjo, which was determined through a fluency test. The findings of fluent speakers indirect learning strategies stated that they use (1) centering the learning, arranging and planning the learning, and lowering the anxiety in metacognitive strategy, affective strategy and social strategy in practicing English speaking skills, (2) lowering the anxiety, encouraging the own self, taking the emotional temperature in an affective strategy, (3) and asking questions, cooperating with others and empathizing with others in a social strategy. Other than that, fluent speakers implement the first strategy that is a metacognitive strategy in centering the learning by overviewing known material, being attentive, and delaying speech. In arranging and planning the learning, fluent speakers find about the language learning, establishing goals, making plans and looking for practice opportunities. Meanwhile in lowering the anxiety, they do self-monitoring and self-evaluating. Second, in affective strategy, fluent speakers lower the anxiety by having relaxation. In encouraging the own self, they use positive claims, taking risks wisely and giving self-rewards. They pay attention to the body, and talk about their feelings with someone taking the emotional temperature. In social strategy, fluent speakers ask for correction, and cooperating with peers. In empathizing with others, they increase cultural understanding and recognition of others' feelings. This study suggests that by knowing various indirect learning strategies can help students to choose appropriate strategies according to their learning style in learning English speaking.

## ABSTRAK

Mareta, Elza. (2022). *Indirect Learning Strategy: A Case Study of Fluent Speakers at MA Bilingual Sidoarjo in Practicing English Speaking Skill*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Irma Soraya, M.Pd, Pembimbing II: H. Mokhamad Syaifudin, M.Ed., Ph.D.

Kata Kunci: Penutur Lancar, Strategi Pembelajaran Tidak Langsung, Keterampilan Berbicara.

Penelitian ini bertujuan untuk menemukan strategi pembelajaran tidak langsung dari penutur fasih dan menjelaskan bagaimana mereka menerapkan strategi pembelajaran tidak langsung tersebut dalam melatih keterampilan berbicara bahasa Inggris mereka. Peserta penelitian ini adalah penutur fasih dari MA Bilingual Sidoarjo yang ditentukan melalui tes kelancaran. Temuan strategi pembelajaran tidak langsung penutur fasih menyatakan bahwa mereka menggunakan (1) memusatkan pembelajaran, mengatur dan merencanakan pembelajaran, dan menurunkan kecemasan dalam strategi metakognitif, strategi afektif dan strategi sosial dalam melatih keterampilan berbicara bahasa Inggris, (2) menurunkan kecemasan, menyemangati diri sendiri, menahan suhu emosi dalam strategi afektif, (3) dan mengajukan pertanyaan, bekerja sama dengan orang lain dan berempati dengan orang lain dalam strategi sosial. Selain itu, penutur fasih menerapkan strategi pertama yaitu strategi metakognitif dalam memusatkan pembelajaran dengan cara meninjau materi yang diketahui, memperhatikan, dan menunda pembicaraan. Dalam menyusun dan merencanakan pembelajaran, penutur fasih mencari tahu tentang pembelajaran bahasa, menetapkan tujuan, membuat rencana, dan mencari peluang latihan. Sedangkan dalam menurunkan kecemasan, mereka melakukan pemantauan diri dan evaluasi diri. Kedua, dalam strategi afektif, penutur yang fasih menurunkan kecemasan dengan melakukan relaksasi. Dalam mendorong diri sendiri, mereka menggunakan klaim positif, mengambil risiko dengan bijak, dan memberikan penghargaan diri. Mereka memperhatikan tubuh, dan membicarakan perasaan mereka dengan seseorang yang mengalami suhu emosional. Ketiga, dalam strategi sosial, penutur fasih menggunakan meminta koreksi, dan bekerja sama dengan teman sebaya. Dalam berempati dengan orang lain, mereka meningkatkan pemahaman budaya dan pengakuan terhadap perasaan orang lain. Studi ini menyarankan bahwa dengan mengetahui various indirect learning strategy dapat membantu siswa untuk memilih appropriate strategi sesuai dengan gaya belajar mereka in learning English speaking.

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher reports ideas in the field of fluent speakers' indirect learning strategy in practicing their English speaking skill that will be described in several sub-chapters: (1) background of the study, (2) research question, (3) objectives of the study, (4) significance of the study, (5) scope and limitations, and (6) definition of key terms.

### A. Research Background

Language is a intermediary that humans use to communicate and associate with each other. Humans are able to express their ideas, emotions, and feelings to one another by speaking in a language that the interlocutor understands. There are several languages in the world used by people to communicate. According to the Indonesian Ministry of Education and Culture's language agency, English is the official language, or the second language that is governed by all regions of the world. To connect with strangers around the world, we as social beings may employ the worldwide language that is English. As a result, English is a language that must be mastered as a capital for global socialization.

English has various skills that must be acquired in order to master the language. Speaking is one of English skills (reading, listening, writing, and speaking) that should be mastered since it is needed to engage in a conversation.<sup>1</sup> Speaking English is a quite challenging since it requires five components to be mastered: grammar, vocabulary, understanding, fluency, and pronunciation.<sup>2</sup> Before speaking, the speaker must be aware of what they are about to say. Mastering of vocabularies and arranging sentences with proper grammar and correct pronunciation must also be mastered so that listeners can understand what information is conveyed. All of these elements must be learned in order to communicate effectively in English so that the information conveyed orally can be understood. Speaking skills may also be used to

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<sup>1</sup> LM Leong, SM Ahmadi - Diario de investigación en educación en Inglés, and Undefined 2017, "An Analysis of Factors Influencing Learners' English Speaking Skill," International Journal of Research in English Education 2, no. 1 (2017): 34–41.

<sup>2</sup> T. D. Terrell and H. Douglas Brown, Principles of Language Learning and Teaching, Language, vol. 57, 1981.

determine a student's success in learning a language.<sup>3</sup> As a result, students must not only understand the theory of language learning at school, but also be motivated to practice their English communication skills.

Even though students have studied English theory since elementary or junior high school, many of them cannot use English communicatively and fluently.<sup>4</sup> Fatihassalam also claimed that due to a lack of experience in daily conversation in Indonesian schools, students do not have adequate conversation skills. Several factors are related to this, particularly the hostile environment.<sup>5</sup> Apart from environmental factors, A. Gani believed that certain issues are with the learners themselves because the most important part of language acquisition is the language learner.<sup>6</sup> Students tend to only see external factors from their learning problems, such as an unsupportive environment, teachers who have poor teaching quality, etc. without realizing that these external problems can be overcome by starting from themselves in other words, namely self-direction. In learning language, Students must be self-directed since they will not always have the teacher to help them while using the language outside of the classroom.<sup>7</sup> Therefore, students are expected to have an awareness of the importance of using self-directed learning or learning strategy especially at improving speaking skills, so that learning objectives can be achieved and also help them to be more independence with their learning process.

Students has different ways of receiving information, therefore students also have different learning strategies. Oxford stated that learning strategies is a learner's action plan for finding and pursuing a desired path through experience, learning, or education.<sup>8</sup> Learning strategies are used by learners to comprehend more deeply the material or information that will be obtained. The process of learning the language will improve significantly if the appropriate strategies are used.<sup>9</sup> Ghufron in his study also suggested that learning strategies are incredibly beneficial while learning English

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<sup>3</sup> Poland Miroslaw Pawlak, Kalisz, "Issues in Teaching, Learning and Testing Speaking in a Second Language," Educational Linguistics, 2021, <http://link.springer.com/10.1007/978-3-642-38339-7>.

<sup>4</sup> Zafirah Mumtaz, "Difficulties of Learning English and How to Overcome It : Indonesia as a Non- English Country Perspective," no. November (2021).

<sup>5</sup> Thoriq Fatihassalam, "Difficulty of Learning English in Indonesia," no. May (2021).

<sup>6</sup> Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, "Students' Learning Strategies for Developing Speaking Ability," Studies in English Language and Education 2, no. 1 (2015): 16.

<sup>7</sup> Rebecca L. Oxford, Language Learning Strategies: What Every Teacher Should Know, 1990.

<sup>8</sup> Rebecca L. Oxford, Teaching and Researching Language Learning, 2nd ed., 2017.

<sup>9</sup> A. Gani, Fajrina, and Hanifa, "Students' Learning Strategies for Developing Speaking Ability."

as a foreign language.<sup>10</sup> From the statements above, this study defined learning strategy as an individual's way or method that used to make students' English learning process easier and well organized. Successful language learners go beyond just developing effective abilities and developing regular habits; they integrate helpful learning strategies, hard work, and dedication into their everyday routine.<sup>11</sup> It may be concluded that the implementation of learning strategies will contribute in the students achieving successful outcomes in enhancing their speaking skills.

A study from Julianti has examined the language learning strategies used by first grade of senior high school students in learning speaking. She focused on the language learning strategy used by students who have good scores and students who have poor scores. The result showed that strategy used by students with good scores is cognitive strategies followed by social, metacognitive, memory, compensation, and affective strategies. While strategy used by students with poor scores is compensation strategies followed by social, affective, cognitive, memory and cognitive strategies.<sup>12</sup> Wael et al. already conducted the same topic that explored learning strategies used by college students in speaking performance. Their study showed that students of the third semester of English department frequently used memory strategies in learning speaking. The second was metacognitive strategies followed by social strategy in the third rank. The fourth was affective strategies and compensation strategies in the fifth rank and followed by cognitive strategy in the sixth rank. Furthermore, the other factors also influence students' learning strategies in learning speaking such as psychological factor, the role of teacher, task, environment and social factors.<sup>13</sup> Garita et al. also did study on the same issue, which addresses the indirect learning approach. The findings indicated which types of indirect learning strategies were least used and most recommended by both learners and teachers. In light of this, the researchers propose several strategies for implementing metacognitive, affective, and social strategies, promoting an enriched vision for teaching a language class using a broader

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<sup>10</sup> M. Ali Ghufroon, "Language Learning Strategies Used by EFL Fluent Speakers: A Case in Indonesian Context," *IJET (Indonesian Journal of English Teaching)* 6, no. 2 (2017): 184–202.

<sup>11</sup> Tanya Shuy, "Self-Regulated Learning," no. 3 (2010): 1–3.

<sup>12</sup> Sitti Rezki Julianti, "Language Learning Strategies Used by Learners in Learning Speaking at The First Grade in SMAN 22 Semarang" (2018): 1–25.

<sup>13</sup> Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim Ibrahim, "Exploring Students' Learning Strategies in Speaking Performance," *International Journal of Language Education* 2, no. 1 (2018): 65–71.

range of techniques and activities, and enabling both teachers and students to become more effective stakeholders in the teaching-learning process.<sup>14</sup>

Different with this study, the researcher focuses on fluent speakers' indirect learning strategies in practicing their English speaking skill. According to the Ministry of Education and Culture of the Ministry of Education and Culture on the School Data website, the researcher found that there is a high school with a bilingual program, namely MA Bilingual Sidoarjo. Bilingual school requires school members, especially students and teachers to communicate using English in every subject, so it is possible that the students have their own learning strategies to balance their ability to speak English as their second language in their school environment. Based on information from the English teacher at MA Bilingual Sidoarjo through the preliminary research, not all students are able to speak English fluently, especially with different educational backgrounds. Even though the third graders have studied for approximately two years in a Bilingual school, the teacher still finds some students who are not fluent in English. This is in line with Sutiyadi's viewpoint that a person who has completed high school should ideally have a fairly solid understanding of English, but this is not the case for the majority of Indonesian students.<sup>15</sup> Students' English proficiency is relatively restricted after three years of junior high school and three years of senior high school. On the other hand, MA Bilingual Sidoarjo also provides an English Competence Improvement (ECI) program that is held on a weekly basis and may be utilized by students to develop their English speaking abilities. The ECI program is carried out as subjects in general, but their English communication will be improved through activities such as story-telling and a question and answer session with the speakers. With a bilingual based school and some programs at school, students should be able to communicate in English proficiently. As a result, some students may already have their own learning strategy in order to help them in learning English speaking as their second language so that it becomes fluent and can be categorized as fluent speakers. Fluent speaker can be defined as someone who is able to speak smoothly without any hesitation. Therefore, this study aims to examine the indirect learning strategies of fluent speakers in

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<sup>14</sup> Cinthya Olivares Garita and Verónica Brenes Sánchez, "Indirect Learning Strategies in University Students' EFL Development," *Mextesol Journal* 45, no. 1 (2021): 1–18.

<sup>15</sup> Bambang Setiyadi, *Language Learning Strategy Questionnaire (LLSQ): A Measurement to Identify Students' Learning Strategies and Prepare the Success of Learning English in the Indonesian Context* (Yogyakarta: Graha Ilmu, 2016).

Bilingual school which is expected to be useful to provide insight starting from a small scope which is in the school itself, especially students and teachers. The researcher did speaking fluency test as the preliminary research to select the fluent speakers as the participant of the study.

According to the statement above, the researcher is interested in doing this study with the title “Indirect Learning Strategy: A Case Study of Fluent Speakers at MA Bilingual Sidoarjo in Practicing English Speaking Skill”. The purpose of this study is to find out what are the indirect learning strategies of fluent speakers use at MA Bilingual Sidoarjo in practicing their English speaking abilities, since the use of a learning strategy is crucial for students in order to facilitate their learning process. The study focuses to discover the indirect learning strategies of fluent speakers and describe about how they implement those indirect learning strategies in practicing their English speaking skill. As a consequence, the findings of this study, which indicate that some fluent speakers may acquire strategies to enhance their speaking abilities, can be used as references for other students and for teachers to modify their teaching strategies.

## **B. Research Question**

Based on the research background discussed in the previous section, the research questions were formulated as follow:

1. What are fluent speakers’ indirect learning strategies at MA Bilingual Sidoarjo in practicing their English speaking skill?
2. In what ways are these indirect learning strategies implemented by the fluent speakers at MA Bilingual Sidoarjo in practicing English speaking skill?

## **C. Objective of the Study**

There are two objectives of the study based on the background and the research questions:

1. To discover the indirect learning strategy that used by fluent speakers’ learning strategies in practicing the speaking skill employed by the students at MA Bilingual Sidoarjo.
2. To elucidate the indirect learning strategy employed by fluent speakers at MA Bilingual Sidoarjo in learning English speaking skill.



#### **D. Significance of the Study**

The findings of this research are expected to give contribution for:

1. For the students

The findings of the study are expected to provide awareness to students about the importance of having strategies for learning a foreign language, especially in speaking skills. The findings of research on indirect language learning strategies from fluent speakers are expected to be a reference for other students so that they are able to improve their speaking skills.

2. For the teachers

By knowing the fluent speakers' strategies of language learning, teachers are expected to realize that the use of students' language learning strategies must be balanced with teaching strategies and techniques used in the class. Not only require students to be able to communicate in foreign languages while in the class, but also be able to support various kinds of language learning strategies that students have, by applying varied teaching methods both in the techniques and learning media used.

3. For the next researchers

This research can be used as a resource and expected to give new insight for the next researcher when conducting new research in the field of education in future, especially related to students' learning strategy. Other than that, next researchers may explore for gaps in this study that have not been addressed as their future research topics.

#### **E. Scope and Limitation**

This research focuses on the indirect learning strategies that are used by fluent speakers at practicing their English speaking skill. This study applies Oxford's learning strategy theory, which is divided learning strategy into two types: (1) direct strategies which including memory strategies, cognitive strategies, compensation strategies, and (2) indirect strategies which include metacognitive strategies, affective strategies, social strategies. Both of these strategies can be used by students as English learning strategies according to their interests and learning styles. In their study, Shannon et al. noted that indirect strategies may be the most productive use of instructors' instructional time because when students reflect on their strategies, they become wiser in making judgments on how to improve and build their learning skills. They also argued that the employment of Indirect Strategy is critical and beneficial in

raising awareness and improving speaking competence.<sup>16</sup> Therefore, seeing the focus of this study only on students' speaking skills, the researcher limits the learning strategy to the indirect learning strategy used by fluent speakers. The researcher conducts the research in Bilingual Senior High School at MA Bilingual Sidoarjo. The researcher confines the participant to fluent speakers in Bilingual school where they have been mastered speaking skills. The researcher took several students in each grade grade who have the highest score of the speaking fluency test as the fluent speakers that will be interviewed.

## **F. Definition of Key Term**

This study defines several key terms that have operational meaning in this research, they are:

### **1. Fluent Speaker**

Speaking fluency is the ability to maintain a conversation when speaking spontaneously.<sup>17</sup> As the definition above, it means that the speaker can be called fluent speaker if he or she is able to speak smoothly without any hesitation from the beginning until the end of the speech.

### **2. Indirect Learning Strategy**

Oxford defined two kinds of learning strategies: direct and indirect. Indirect strategies assist learning by focusing, planning, assessing, identifying opportunities, managing fear, enhancing collaboration, and emphasizing empathy.<sup>18</sup> In this study, indirect learning strategy is defined as an individual learning strategies that can be implemented without focusing on the learning target, so that the students can use to facilitate learning include strategies to increase focus in listening to the interlocutor, plan the learning progress, how to evaluate themselves in each learning outcome, looking for opportunities outside of class, how to balance emotions so that you stay focused on learning, looking for opportunities to broaden the perspectives by finding partners to collaborate with.

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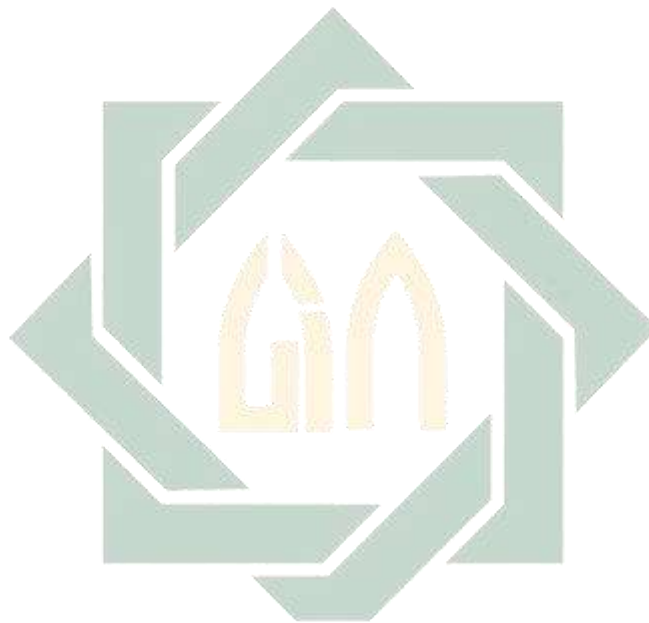
<sup>16</sup> SV Shannon, "Using Metacognitive Strategies and Learning Styles to Create Self-Directed Learners," Institute for Learning Styles Journal 1, no. 2001 (2008): 14–28.

<sup>17</sup> Roger Gower, Diane Phillips, and Steve Walters, "Teaching Practice Handbook," 1983, <http://www.getcited.org/pub/102339245>.

<sup>18</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

### 3. Speaking Skill

Speaking skill is a type of oral production that include creating a structured verbal response to communicate meaning.<sup>19</sup> As the definition above, this study defined speaking skill is an ability to generate spoken words which used by people to communicate with appropriate sentence structures so that they can convey information verbally so that understood by the interlocutor.



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<sup>19</sup> Lillian L.C. Wong and David Nunan, "The Learning Styles and Strategies of Effective Language Learners," *System* 39, no. 2 (2011): 144–163, <http://dx.doi.org/10.1016/j.system.2011.05.004>.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In the review of related literature section, the researcher will present several theories used to support this research. Brief summary of a number of previous research will also be explained in this chapter.

#### A. Review of Related Literature

##### 1. Students' Indirect Learning Strategy

Strategies are particular techniques of addressing a problem or job, modes of operation for accomplishing a specified aim, deliberate design for regulating and manipulating specific information.<sup>20</sup> Learners employ learning methods to make learning easier, faster, more interesting, self-directed, more efficient, and transportable, allowing them to acquire knowledge more successfully.<sup>21</sup> Griffiths also described learning strategies as activities that learners intentionally choose to regulate their own language acquisition.<sup>22</sup> In brief, learning strategies are various methods used by students to maximize students' learning process and make the learning process more effective.

According to O'Malley et al. language learning strategies are classified into three types: metacognitive strategies, cognitive strategies, and socio-affective strategies.<sup>23</sup>

##### b. Metacognitive strategies

Planning for learning, reflecting on their learning process, self-correction, and measuring learning when an activity is completed are all steps in this method. Planning, self-monitoring, delayed production, and self-evaluation are all components of this technique.

##### b. Cognitive strategies

This strategy makes use of a direct learning procedure as well as a limited number of specific learning assignments. Repetition, resourcing,

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<sup>20</sup> H. Douglas Brown, "Testing, Assessing, and Teaching; Principles of Language Assessment," *Language Assessment: Principles and Classroom Practices* (2010): 1–41.

<sup>21</sup> Astrit Itania, "Learning Strategies Used By The Student Of Acceleration Class in Speaking English at MAN 3 Tulungagung" (2014): 97.

<sup>22</sup> Carol Griffiths, *Lessons from Good Language Learners*, 2009.

<sup>23</sup> Jack O'Malley, *Learning Strategi Applications with Students of English as a Second Language*, 1985.

translation, grouping, and note taking are some of the most important cognitive methods.

c. Socio-Affective strategies

This strategy is closely related to social engagement and connecting with others. Socio-affective requires communicating with another person to help with learning or employing emotional regulation to help with a learning task, querying for clarification, and cooperating.

Meanwhile Oxford divided learning strategies into two categories that are direct and indirect strategies.<sup>24</sup>

a. Direct strategies

Direct strategies are language learning strategies that directly involve mental processing of the target language.

1) Memory Strategy

Memory strategies allow students to connect one language object or concept to another but do not need a deep understanding. This strategy entails making mental associations, using visuals and sounds, examining thoroughly, and implementing actions.

2) Cognitive Strategy

Cognitive strategies allow learners to alter the information by doing things like summarizing or arguing deductively, allowing them to grasp and generate new language in a variety of ways.

3) Compensation Strategy

Compensation allows learners to express themselves verbally or in writing in a new language without complete understanding, such as guessing the meaning of a word, gestures, or coining words. This method entails guessing or using synonyms to help learners use the language despite frequently large gaps in understanding.

d. Indirect Strategies

Indirect strategies assist learning by focusing, planning, assessing, identifying opportunities, managing fear, enhancing collaboration, and emphasizing empathy. These strategies promote and manage language

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<sup>24</sup> Oxford, Language Learning Strategies: What Every Teacher Should Know.

acquisition without directly interacting with the target language, hence the term "indirect strategies".

1) Metacognitive Strategy

Metacognitive strategies are actions that extend beyond cognitive equipment and enable learners to direct their own learning. This strategy will allow students to take control of their education by organizing, planning, and assessing it.

2) Affective Strategy

Affective strategies are activities made in regard to oneself, and they include emotions, attitudes, motives, and values. This method should not be disregarded because good emotions and attitudes may significantly improve the effectiveness and enjoyment of language acquisition. On the other hand, negative emotions might stifle growth. Within this affective strategy, there are three sub-strategies that will assist pupils in achieving it: decreasing anxiety, encouraging yourself, and assessing your emotional temperature.

3) Social Strategy

Learning a language includes other people, and suitable social strategy is important in this process. Social strategy enables learners to collaborate with others while also understanding the target culture and language. This social technique may be accomplished through three methods: asking questions, collaborating, and empathizing with others.

With different interests and learning styles of students, it is possible for students to have various learning strategies according to their convenience. Students can enhance their learning process by employing either a direct or indirect strategy, one of which is learning to speak English. After considering these two categories, the indirect strategy employs more aspects of students' emotions and social abilities, which are comparable about when communication skill is practiced. According to Tarigan cited by Mubarak, speaking is the ability to communicate, explain, and transmit individual's thoughts, feelings, and ideas.<sup>25</sup> A researcher supports this assertion, stating that

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<sup>25</sup> Afdhal Mubarak, "Students Learning Strategies and Their English Achievement in Speaking (A Study at English Department Students at Muhammadiyah University of Makassar)" (2019): 7, [https://digilibadmin.unismuh.ac.id/upload/11002-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/11002-Full_Text.pdf).

the use of indirect methods is essential and effective in developing awareness and enhancing speaking competence.<sup>26</sup> Therefore, this research focuses on Oxford's indirect learning strategy theory which has three categories.

2.1 Table of indirect learning strategy classification

<b>Oxford's Indirect Learning Strategy Classification</b>		
<b>Category</b>	<b>Strategy</b>	<b>Action</b>
Metacognitive Strategies	Centering the learning	Overviewing and connecting previously known material
		Being attentive
		Delaying speech output to concentrate on listening
	Arranging and planning the learning	Finding out about language learning
		Organizing
		Establishing goals and objectives
		Determining the goal of a linguistic task
		Making plan for a language task
		Looking for practice opportunity
	Evaluating the learning	Self-monitoring
		Self-evaluating
Affective strategies	Lowering the anxiety	Using continuous relaxation techniques, deep breathing, or meditation
		Making use of music
		Using humour
	Encouraging the own-self	Making positive claims
		Taking risks wisely
		Give yourself a reward
	Taking the emotional temperature	Paying attention to your body
		Making use a checklist

<sup>26</sup> SV Shannon, "Using Metacognitive Strategies and Learning Styles to Create Self-Directed Learners," Institute for Learning Styles Journal 1, no. 2001 (2008): 14–28.

		Making a language learning journal
		Talking about your feelings with someone else
Social strategies	Asking question	Asking for clarification or verification
		Asking for correction
	Cooperating with others	Cooperating with peers
		Cooperating with proficient users of the new language
	Empathizing with others	Increasing cultural understanding
		Recognizing of others' thoughts and feeling

## 2. Understanding of Speaking Skill

To be able to communicate, we must grasp the language, which is a tool used by humans to communicate with one another. To master a language, we need master all four language skills called listening, speaking, reading, and writing. Speaking is one of the four basic language skills since people who learn a language are known as speakers of that language. Speaking abilities are oral skills that consist of generating a structured verbal statement to communicate meaning.<sup>27</sup> The capacity to have a conversation in a language is critical to gaining speaking abilities in a second language.<sup>28</sup> Communicating engages a person to speak to express their meaning or thoughts. Therefore, it is important to learn how to speak fluently in order to communicate with the language that we have already mastered.

According to Brown, grammar, vocabulary, comprehension, fluency, and pronunciation are the five components of speaking.<sup>29</sup> In order to express feelings orally, it is necessary to learn the use of vocabulary and the formulation of sentences before to speaking. Furthermore, correct pronunciation must be mastered in order for listeners to grasp what the speaker is saying. As a result, these elements can be mastered in order to communicate effectively in English. Fluency is one of the factors that contribute to the success of transmitting

<sup>27</sup> Wong and Nunan, "The Learning Styles and Strategies of Effective Language Learners."

<sup>28</sup> Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34–41.

<sup>29</sup> Brown, "Testing, Assessing, and Teaching; Principles of Language Assessment."



information since it is the capacity of the speaker to talk at the same rate with no obstacles such as hesitation, quiet pauses, filled gaps, repetition, or false start.<sup>30</sup> Nation explained that teachers rarely develop students' fluency in speaking English in the class, so there are many students still struggle to communicate in English.<sup>31</sup> Fluency is crucial at all levels of proficiency because it measures how far students have progressed in their learning.<sup>32</sup> Furthermore, being fluent in English has several advantages, one of which is making it easier to talk with individuals from other countries in order to build connections. Not only are speakers expected to communicate well, but they are also expected to comprehend communication etiquette. The speaker can be called fluent speaker if he or she is able to speak smoothly without any hesitation from the beginning until the end of the speech.

### 3. Indirect Learning Strategy in Learning Speaking Skill

Direct strategies such as memory, cognitive, compensation strategies have become basic strategies that may be used by students in their learning process. Indirect strategies are necessary to enhance learning since they complement the cognitive processes developed through direct language strategies.<sup>33</sup> Therefore, both direct and indirect learning strategies should be in a balanced way in each student's learning process. Certain indirect strategies may be the most beneficial use of instructors' instructional time because when students reflect on their strategies, they grow wiser in making judgments on how to enhance and strengthen their learning skills. Thus, teaching students how to apply language learning methods helps them become better language learners, more conscious of the strategies they use in learning, and more independent.<sup>34</sup> Therefore, training students to use language learning strategies can provide them with awareness that the learning strategies they use can help them become more independent learners. Not only students, teachers must also recognize the importance of indirect

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<sup>30</sup> D Ashley Stockdale, "Comparing Perception of Oral Fluency to Objective Measures in The EFL Classroom," no. March (2009).

<sup>31</sup> Jonathan M. Newton and I. S.P. Nation, *Teaching ESL/EFL Listening and Speaking*, Teaching ESL/EFL Listening and Speaking, 2020.

<sup>32</sup> Hariyanto, "The Assessment Procedures of Speaking Fluency Using" 3, no. 2 (2016).

<sup>33</sup> Garita and Sánchez, "Indirect Learning Strategies in University Students' EFL Development."

<sup>34</sup> Shannon, "Using Metacognitive Strategies and Learning Styles to Create Self-Directed Learners."

strategies in effective language learning and teaching, especially in learning speaking which requires a lot of practice outside the classroom.<sup>35</sup>

Several previous studies that investigated students' learning strategies in learning to speak have revealed that the majority of students employ indirect learning strategies such as metacognitive, affective, and social strategies in practicing their English speaking abilities. According to Wael et al., students employ memory strategies more frequently in their vocal performance. The others, choose an indirect strategy.<sup>36</sup> In metacognitive strategy Students plan, organize, and create learning objectives. In social strategies They sought confirmation from their friends, lecturer, and family members. Finally, they use affective strategies such as taking control of their emotions and adding music in their learning. Oxford also stated that the employment of indirect methods is critical and beneficial in raising awareness and improving speaking skill.<sup>37</sup> Thus, it is highly required to investigate what indirect learning strategies are used by fluent speakers in bilingual-based schools which require them to communicate using English. This allows for an indirect learning strategy that has not existed before so that it becomes a new discovery.

## **B. Review of Related Studies**

Previous studies have attempted into the same topic, which is students' strategies for learning to speak. First, a study by Maloni et al. performed a research to determine the challenges students have when speaking English and the solutions they employ to overcome these obstacles. A qualitative descriptive method is used by the researcher which involved 17 students in grade 9 at SMP Nasrani 3 Medan. According to the findings of this study, students struggle with speaking English due to a lack of grammatical knowledge, a lack of vocabulary, poor word pronunciation, fear of others' reactions, nervousness while making mistakes, a lack of self-confidence, and embarrassment. Students use the method of asking for help from others, attempting to build words in new ways by employing gestures, and applying the laws

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<sup>35</sup> Garita and Sánchez, "Indirect Learning Strategies in University Students' EFL Development."

<sup>36</sup> Wael, Asnur, and Ibrahim, "Exploring Students' Learning Strategies in Speaking Performance."

<sup>37</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

of positive thinking. In a nutshell, students perceive difficulties in communicating in English.<sup>38</sup>

Second, Afyan et al. conducted research on the learning techniques utilized by poor and high performance speaking students in growing their speaking abilities, as well as the differences between their learning strategies. This study found that high-performing speech students used to have a proper balance of all types of learning methods. Memory, cognitive, compensatory, metacognitive, affective, and social are used by students with high speaking abilities than poor performance speaking students. Furthermore, High-achieving students utilized more thoughtful and appropriate learning strategies than low-achieving students. According to the study's findings, students should be taught to be more conscious of their personal speaking learning processes. They need to use appropriate language acquisition strategies more carefully, meaningfully, and consistently to improve their speaking abilities.<sup>39</sup>

Third, Utami conducted research to analyze students' English speaking learning methodologies and determine the strengths and shortcomings of the strategies utilized. This research focused on 7<sup>th</sup> grade students. The first study question revealed that students used practically all of the English speaking learning techniques, including metacognitive strategies, affective strategies, and social strategies, in order to master their speaking ability. When students apply such strategies, they expand their vocabulary, become proficient in English, learn how to pronounce specific words, and build confidence in speaking English. In addition to their strengths, kids have deficiencies. They are in their grammar since they focus on communicating rather than grammar. In actuality, students must undertake more English speaking practice in order to enhance their English Achievers.<sup>40</sup>

Fourth, Darwanto performed a research that examined into strategies for developing speaking skills utilized by students at Muhammadiyah University in Surakarta's English Education Department. The goal of this research is to provide ways for improving speaking ability. This study's findings show that students used

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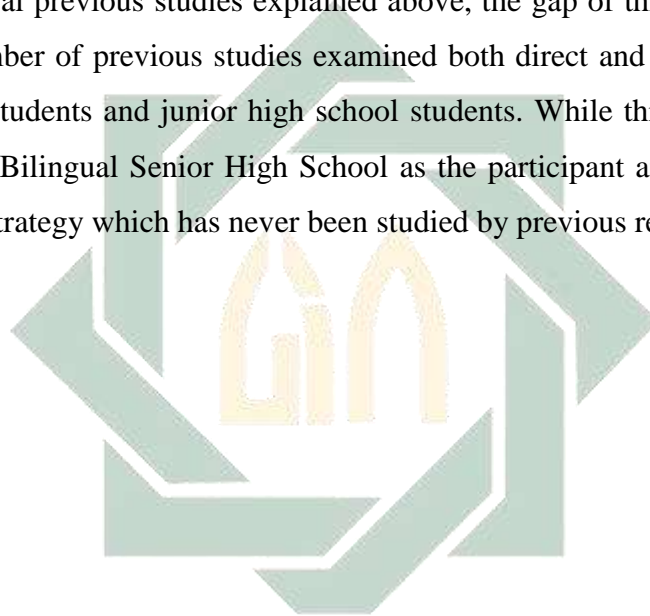
<sup>38</sup> Laura Maloni Lingga, Reka Monika Simanjuntak, and Yenita Sembiring, "Students' Strategies in Learning Speaking Skills At Smp Nasrani 3 Medan," *Journal of Languages and Language Teaching* 8, no. 1 (2020): 91.

<sup>39</sup> A. Gani, Fajrina, and Hanifa, "Students' Learning Strategies for Developing Speaking Ability."

<sup>40</sup> Siti Putri Utami, "English Speaking Learning Strategies By ' Hafiz ' Students At Smp Khairunnas Entrepreneur Tuban" (2020).

almost all of the strategies developed by O'Malley et al. in acquiring their speaking skills, including meta-cognitive strategies, cognitive strategies, and socio-affective strategies. Students utilize seven to eight meta-cognitive methods, including advance arrangement, selective attention, self-management, functional planning, self-monitoring, and self-assessment. The following cognitive methods were utilized by the students: repetition, resourcing, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, and elaboration. In terms of socio-affective techniques, the students employed two approaches: collaboration and questioning for clarification.<sup>41</sup>

From several previous studies explained above, the gap of this study is in the participant. A number of previous studies examined both direct and indirect strategy and used college students and junior high school students. While this study uses the fluent speakers at Bilingual Senior High School as the participant and will focus on students' indirect strategy which has never been studied by previous researchers.



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<sup>41</sup> Agung Darwanto, "Strategies for Developing Speaking Skill Used By Students of English Education Department : A Case Study," Publication Articles of University of Surakarta (2014).

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher explain the research method used in this study that will be described in several sub-chapters: (1) the researcher positionality, (2) the research setting and participant, (3) the data and source of data, (4) the research instrument, (5) the data collection technique, (6) how the researcher analyzes the data and, (7) the steps carried out during the research process.

#### A. Research Design

There are two types of research methods: qualitative and quantitative. This study is classified as qualitative since it investigates the actual conditions of a group, which will be presented in a descriptive and in-depth way related to indirect learning strategies in learning English speaking skill. Qualitative research method is also known as naturalistic research methods because they are conducted in natural conditions.<sup>42</sup> Angrosino stated that qualitative study is a kind of investigation that aims to comprehend human behavior by developing rich, holistic representations of the social and cultural environments in which such behavior happens.<sup>43</sup> Creswell divided qualitative research design into several types in his book, including ethnographies, grounded theory, case studies, phenomenological research, and narrative research.<sup>44</sup> This study was categorized as a single case study using qualitative research technique since it focused on a small group of people at MA Bilingual Sidoarjo. Case studies are in-depth investigations of a program, event, activity, process, or one or more individuals by the researcher.<sup>45</sup> This study used a case study of qualitative research design in order to describe in detail the types of indirect learning processes employed by fluent speakers at Bilingual school and how the used those indirect learning strategies.

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<sup>42</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 2012.

<sup>43</sup> Michael V. Angrosino, *Naturalistic Observation* (Left Coast Press, 2007).

<sup>44</sup> John W Creswell, "Research Design: Qualitative, Quantitative, and Mixed Method Approaches" (2002): 16–17.

<sup>45</sup> *Ibid.*

## **B. Researcher Positionality**

Natural objects that evolve naturally and are not modified by researchers are required in qualitative research.<sup>46</sup> As a result, the participation of a researcher in a study is critical for taking an active role in the research process, beginning with determining what they want to explore, eventually acquiring the necessary information, and then looking for appropriate research participants. The researcher is required in the field of qualitative research since they perform as both research instruments and data collectors.<sup>47</sup> The presence of the researcher who acts as full observer is known because they have carried out the licensing process for the parties concerned. The researcher was only in the classroom to observe the fluent speakers and will not introduce or state the purpose of the observation. Thus, the activities of fluent speakers in communicating can be performed naturally.

## **C. Research Setting and Participant**

This study conducted at MA Bilingual Sidoarjo which located in Jl. Junwangi 34, Krian, Sidoarjo, East Java. The research participant in this study is the fluent speakers at MA Bilingual Sidoarjo. The researcher selected fluent speakers in all grades since they may have had various experiences utilizing some learning strategies to enhance their English speaking abilities.

## **D. Data and Source of Data**

Data and sources of data are the most crucial aspects of conducting research in order to obtain answers to the research questions that have been established.

### **1. Data**

Data on indirect learning strategies for mastering speaking skills were gathered through interviews with fluent speakers. There were also data from observation in the form of field notes as supporting data. The data obtained through the use of interview were in the form of narration from the fluent speakers and described in the form of descriptive writing that explained about the indirect learning strategies fluent speakers used and how they implement those indirect learning strategies in order to be successful in mastering speaking skills.

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<sup>46</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

<sup>47</sup> Miles and Huberman, "Qualitative Data Analysis An Expanded Sourcebook 2nd Edition by Matthew B. Miles, Michael Huberman (z-Lib.Org).Pdf," 1999.

## 2. Source of Data

The source of the data was the fluent speakers in each grade at MA Bilingual Sidoarjo. Students who have qualified as fluent speaker through fluency test are the data source for this study. The researcher chose fluent speakers who were in each grade since they may have different experience in learning English and had greater expertise in using learning strategies.

## E. Research Instrument

An instrument is a tool that researchers use to collect data. This study used field note observation and interview guideline as the research instrument.

### 1. Observation Guideline

The second instrument that used in this research is observation guideline. The observation is used to record phenomena that can be captured by the researcher when fluent speakers carry out the learning process in the classroom to see and ensure their fluency when communicating directly with friends or teachers. The observation that carried out are classified as non-participatory observations in which the researcher does not participate in the learning process in class, but only observes the behavior of fluent speakers during class learning. The researcher had compiled several aspects adapted from the indirect learning strategy theory by Oxford.

### 3. Interview Guideline

Semi-structured interview used by the researcher to address research questions. A semi-structured interview guide was supposed to have a loose and flexible framework. A semi-structured interview guide with two question levels: main topic and follow-ups.<sup>48</sup> Because this is a qualitative case study that analyzes students' indirect learning strategies in depth, the researcher designed interview questions that would elicit detailed responses from participants. Starting questions with terms like what, who, where, when, or how might stimulate descriptive responses.<sup>49</sup> As the main question, researcher employed the question terms what and how. The interview question is about indirect learning strategy which has three categories (metacognitive, affective, and social strategy). The interview questions consist of 24 main questions related to indirect learning strategy. The

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<sup>48</sup> Hanna Kallio et al., "Systematic Methodological Review: Developing a Framework For a Qualitative Semi-Structured Interview Guide," *Journal of Advanced Nursing* 72, no. 12 (2016): 2954–2965.

<sup>49</sup> Ronald J. Chenail, "Interviewing The Investigator: Strategies For Addressing Instrumentation and Researcher Bias Concerns in Qualitative Research," *Qualitative Report* 16, no. 1 (2011): 255–262.

first to the tenth questions focused on metacognitive strategies. The eleventh through twentieth focused on affective strategy. The last remaining focused on social strategy. Since this is a semi-structured interview, it is highly conceivable that the researcher will ask further questions to get more information, therefore the researcher provides several follow-up questions that allow the informants to ask questions.

## **F. Data Collection Technique**

The techniques that used in this study to collect the data were interview and observation.

### **1. Interview (See interview guideline on appendix)**

Because of its versatility and flexibility, the semi-structured interview is a prominent data gathering approach.<sup>50</sup> Interview with fluent speakers were conducted in the form of semi-structured interview which aim to gain a rich understanding of the learning strategies used by the fluent speakers at improving their speaking skills. The findings of the semi-structured interview provided answers to both research questions. The main question from the interview provide a response to the first research question, which is about what indirect learning strategies are used by fluent speakers in practicing speaking skills. Whereas the interview sub-questions provide answers to the second research question, which is in what way fluent speakers use indirect learning strategies in practicing their speaking abilities.

### **2. Observation (See observation guideline on appendix)**

According to Nawawi and Martini cited by Saebani, the systematic observation and recording of the elements that exist in a phenomenon in the target of inquiry is known as observation.<sup>51</sup> A non-participant observation of the student's learning process in the classroom conducted. It implies that the researcher will not participate in classroom activities. This observation is carried out to examine the actual communication of fluent speakers.

## **G. Data Analysis Technique**

After finding the fluent speakers by conducting the speaking fluency test, the researcher observed the fluent speakers during English learning in the classroom to

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<sup>50</sup> Kallio et al., "Systematic Methodological Review: Developing a Framework For a Qualitative Semi-Structured Interview Guide."

<sup>51</sup> Beni Ahmad Saebani, *Pedoman Aplikatif Metode Penelitian Dalam Penyusunan Karya Ilmiah, Skripsi, Tesis, Dan Disertasi* (CV Pustaka Setia, 2017).



observe their actual actions in implementing the strategies that they use to communicate in English. The data collected from the field note observations will be used as supporting data and will be cross-checked during the interview. Then, the researcher conducted interview to gain further information about their language learning strategies used for enhancing fluent speakers' English speaking skills. After collecting data in the form of audio recordings of interview participants, the researcher transcribed the audio recordings in a website called Podcastle to make it easier. In order to answer both research questions related to the fluent speakers' strategies in practicing their English speaking skill, data in the form of transcripts from interviews analyzed using data analysis theory from Miles & Huberman which consist of three steps:<sup>52</sup>

1. Data reduction

The researcher begun to transcribed the recorded audio and rereading the interview results. The data classified by the researcher by reducing unnecessary data. Then, highlight key points from the fluent speakers' responses about their indirect learning strategies.

2. Display of data

Following data reduction, the researcher performed a data display, which required the researcher to summarize the points emphasized during data reduction. Data display in qualitative methods might be in the form of a short essay, flowchart, visual, matrix, and so on. This display data can assist the researcher in understanding data that has been classified in a sequence of understandable sentences.

3. Developing a conclusion

After presenting the facts in broad strokes, the researcher begun to develop conclusions based on the findings. The study's conclusion will include a description of the types of learning techniques utilized by the fluent speakers, as well as how the fluent speakers implement those learning strategies.

## H. Data Validity

Validating data is an important component of research which aims to confirm the accuracy of the data. To validate the data in this study, triangulation is used. Triangulation is the process of comparing data from many sources in diverse ways

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<sup>52</sup> Miles and Huberman, "Qualitative Data Analysis An Expanded Sourcebook 2nd Edition by Matthew B. Miles, Michael Huberman (z-Lib.Org).Pdf."

and at different periods.<sup>53</sup> Researchers used interviews and observations to triangulate data. The researcher also includes reference materials in the form of documentation when collecting data such as photos and audio recordings during fluency tests and interviews. This study also uses source triangulation in the form of member checking. Member check is the process of verifying data originating from the data source in order to determine how closely the data collected corresponds to what the data provider provides.<sup>54</sup> The researcher double-checked by validating the written data related to the result of the interviews to the fluent speakers as participants to guarantee that the percepts they uttered were truthful and honest. If the data discovered is agreed upon by the data source, it indicates that the data is valid and hence more believable.

### **I. Research Stages**

1. The researcher submitted a letter of assignment that includes an application for permission to conduct research at the school. Once accepted, the researcher and the English teacher agreed on a period for carrying out the activity, which consists of three stages: speaking test as the preliminary research, observation and interview. The researcher proceeded on to the finalization of the instrument, which included the creation speaking fluency test preparation, interview guidelines, and audio recorders.
2. The researcher executed the preliminary research to find the fluent speakers, which is speaking fluency test, at the agreed-upon time and location. The English teacher selected some students who fit the category to take the speaking fluency test since the teacher has more teaching experience and thus understand the students better. The students who had been selected to take the speaking fluency test will be given a topics. The students who were selected to take the speaking fluency test will conduct live monologues on the topic of their daily activity. After all students had completed the test, the researcher analyzed the result using fluency measurement standards from Stockdale and found the students who fit the requirements for becoming fluent speakers. Second, observation will be conducted to gain the data of fluent speakers' behavior in during the learning process. Finally, the researcher carried out interviews with fluent speakers regarding their language learning strategies in practicing speaking skills.

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<sup>53</sup> Yuhanin Zamrodah, *Metodelogi Kualitatif*, vol. 15, 2016.

<sup>54</sup> *Ibid.*

3. The researcher verifies that all data was collected and that no data was missing. Finally, the researcher began to evaluate the results of student interviews on their language learning tactics for increasing speaking abilities. Using Miles and Huberman's technique, the researcher started by transcribing the audio recordings and classifying the data.



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## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter focuses on a brief description and discussion of the study findings. In the other words, the description of the data obtained from research results related to the learning strategies used by fluent speakers in MA Bilingual Sidoarjo will be explained in this chapter. Furthermore, it includes a discussion on related beliefs to interpret the research findings. To be precise, this chapter will be discussed two things based on research questions mentioned namely indirect learning strategies used by fluent speakers at MA Bilingual Sidoarjo in practicing their English speaking skill, and in what ways are those indirect learning strategies implemented by fluent speakers at MA Bilingual Sidoarjo in learning English speaking skill.

The speaking fluency test was conducted by the researcher as the preliminary research in order to find students who were categorized as fluent speakers who would become participants in this study. The researcher used live monologue to assess student's fluency in speaking. Live monologue is when the participant prepares and delivers a short discussion on a pre-determined topic.<sup>55</sup> Assessing fluency in a monologue is also simpler than measuring fluency in a dialogue since it does not involve examining interactional elements of fluency such as between-speaker pauses, overlap, and turn-taking.<sup>56</sup> Daily activity was chosen by the researcher as the topic used to assess the fluency test so that the participants were more familiar and could speak naturally. The participants were just allowed in 5 minutes to prepare their thoughts. With short preparation, the students desire that they deliver a monologue speech and elaborate on their vocabulary words. Stockdale's speaking fluency measurement standards used in this study, which aggregate four components of fluency (speech rate, pause rate, disfluent syllable rate, and mean length of run) to demonstrate the fluency of the speakers' language.

#### **A. Research Findings**

This study was conducted on October 26<sup>th</sup> – November 14<sup>th</sup> at one of the Bilingual-based high schools, namely MA Bilingual in Sidoarjo. MA Bilingual Sidoarjo has a mandatory program in developing students' English skills, namely English Competence Improvement (ECI) which is conducted every morning before

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<sup>55</sup> Scott Thornbury, "How to Teach Speaking," 2005.

<sup>56</sup> Parvaneh Tavakoli and Clare Wright, "Measuring Fluency," *Second Language Speech Fluency* (2020): 43–63.

starting lessons for approximately 30 minutes. ECI activities that are carried out every day vary from writing, speaking, and listening. ECI activities are also held intensely every Thursday and Friday with native speakers from Palestine and Pakistan. In addition to the ECI program, MA Bilingual Sidoarjo also requires students to take turns doing ON Air Radio during break time which students have to broadcast radio using English. Apart from that, there is also a podcast program which will be uploaded on the MA Bilingual Sidoarjo YouTube account. By having so many English-based programs, the school hopes that it can train students' English skills, especially speaking skills.

The data collection technique has been described in detail in the research method section, namely observation, and interview. In order to answer research questions related to what and in what way the fluent speakers manifested their indirect learning strategy in practicing speaking skills, this research uses observation in observing fluent speakers in class when learning English, as well as conducting semi-structured interviews directly and also some made via Whatsapp call. The first section discussed about the indirect strategies used by fluent speakers in practicing speaking English. The second section explained about how is the implementation of the indirect learning strategy in practicing speaking English used by fluent speakers.

### **1. Indirect learning strategies used by fluent speakers at MA Bilingual Sidoarjo in practicing their speaking skill**

Each individual has its own strategy in learning about something of individual interest. Including, fluent speakers who have practically different strategies when learning English speaking, so they have a high interest in learning English and can be claimed as a fluent speakers. Fluent speakers in MA Bilingual Sidoarjo sometimes still have problems and difficulties in learning English speaking. However, they always try various indirect learning strategies that suit their interests. They can do this indirect strategy in the school area and outside the school. This study employs three forms of indirect strategy from Oxford namely metacognitive strategy, affective strategy and social strategy.

#### **a. Metacognitive Strategy**

Based on the analysis results from interviews with fluent speakers on indirect strategy in learning speaking, in the metacognitive strategy fluent speakers use all the sub-strategies. However, not all actions are performed by fluent speakers. In concentrating on learning English, especially in speaking

skills, they use overviewing known material, being attentive, and delaying speech output. In arranging and planning the learning English speaking, they implement finding out about language learning, establishing goals and objectives, making plans, and looking for speaking practice opportunities. They do not use organizing and determining the goal of language task because most of them prefer to do all tasks, especially in English speaking spontaneously. They also evaluate the learning by using self-monitoring and self-evaluating.

4.2 Table of metacognitive strategy result

Sub-Strategy	Actions
1. Centering the learning	a. Overviewing known material b. Being attentive c. Delaying speech output
2. Arranging and planning the learning	a. Finding out about language learning b. Establishing goals c. Making plan d. Looking for practice opportunity
3. Evaluating the learning	a. Self-monitoring b. Self-evaluating

**a. Affective Strategy**

Fluent speakers use relaxation to reduce their anxiety in speaking English. In lowering anxiety they don't use music and also humor because they feel that just doing a relaxation is enough to calm them down. They also use positive claims, take risks wisely, and self-reward to encourage themselves. They also pay attention to the body and talk about their feelings or problems with someone to take the emotional temperature in learning speaking English. Fluent speakers do not use checklists and diaries or journals because they feel they do not have time to do that because of the busy school schedule.

4.3 Table of affective strategy result

Sub-Strategy	Actions
1. Lowering the anxiety	a. Relaxation
2. Encouraging the own-self	a. Positive claims b. Taking risks wisely c. Giving reward
3. Taking the emotional temperature	a. Paying attention to the body b. Talking about the feelings

**b. Social Strategy**

In social strategy, fluent speaker did asking correction strategy and also cooperate with peers who are friends in their class rather than cooperating with proficient users. In empathizing with other speakers, they increase their cultural understanding and recognizing others' feelings when having a conversation.

4.4 Table of social strategy result

Sub-Strategy	Actions
1. Asking questions	a. Asking for correction
2. Cooperating with others	a. Cooperating with peers
3. Empathizing with others	a. Increasing cultural understanding b. Recognizing others' feeling

**2. The implementation of indirect learning strategies by the fluent speakers at MA Bilingual Sidoarjo in learning English speaking skill**

Each approach is implemented differently due to the variances in each individual's personality. This sub-chapter describes the strategy implementation approach employed by fluent speakers based on the data obtained.

**a. Metacognitive Strategy**

**1) Centering the learning**

a) Overviewing and connecting previously known material

In practicing English speaking, fluent speakers rarely review the grammar they use when speaking. As what stated by fluent speaker 11:

*“When speaking, I almost never think about whether the grammar is wrong or right. The first and most important thing*

is that I have a lot of English vocabulary so I can express what I want to say. So, what I review is when I find new vocabulary, whether it's from the teacher explains lessons or social media, I write the new word. When I'm at home or when I'm free, I review the new word by making it into a few sentences so it can get into my memory."

This shows that fluent speakers prefer to focus on expanding their vocabulary by making these new words into several sentences. For example, when the teacher says what they think is unfamiliar, namely "avoid". So, they will make the word "avoid" into a sentence "you should avoid oily food". By trying to tuck in the new vocabulary in daily conversation, the word will be able to stick in memory.

b) Being attentive

The results of class observations stated that fluent speakers were very concerned about their interlocutors explaining something. The results of the interviews stated that fluent speakers pay more attention to the content being discussed.

"I pay attention to the teacher or my interlocutor when explaining to understand what is they said", stated by fluent speaker 1.

This shows that understanding information is the main factor that fluent speakers pay attention to.

c) Delaying speech output

Based on the observation during the class, fluent speakers delay their speaking actions in the classroom while learning English to grasp what the teacher explained. They also do this strategy when they are talking face to face with someone. One of the representatives is a fluent speaker 4 stated that:

"In my opinion, delaying speech needs to be done when the teacher is explaining or having a conversation in order to gain understanding of what the speaker is talking about. But if there is something I want to convey, I will not hesitate to ask permission to ask"

This indicated that fluent speakers do not need a long time to delay their speech. They tend to be more courageous in expressing their opinions and about what they feel.

**2) Arranging and planning your learning**

a) Finding out about language learning



When studying something, learners seek references from numerous sources to deepen their understanding. That is emphasized when finding out about language learning. Based on the data analyzed, fluent speakers seek learning ideas from audio-visual media. As what stated by fluent speaker 10 during the interview:

*“Mostly from social media such as YouTube and also watching movies, usually on YouTube I like to look for tips on several English expert channels, sometimes watching variety shows and films with or without English subtitles. From there I have a new vocabulary and know how to pronounce the right way.”*

Another elaboration conveyed by fluent speaker 9:

*“I usually like to watch variety shows by BTS, one of the Korean boy groups on YouTube, but sometimes some channels don't provide Indonesian subtitles. So that's where I got used to using English subtitles.”*

It's not just about learning videos or sharing English learning tips, but they can also learn in a fun way by watching a variety of shows like The Ellen Show, Steve TV Show, Ted Talks. Apart from adding a new vocabulary, by watching TV shows and movies you can understand how to pronounce a word correctly.

b) Establishing goals and objectives

Fluent speakers have various goals in learning English speaking, namely, to make it easier to communicate with the world and find information worldwide, and to take further education through the IELTS test. This was also said by fluent speaker 4 during the interview:

*“When we get bored while studying, I remember what our goals why am I learning English. I have a goal to be able to pass the exam IELTS later, then I'm excited again to study”*

From these words we can conclude that if we have strong goals, then what we dream of will soon be achieved. Most of them found their purpose since middle school, because they started to understand the importance of mastering English.

c) Making plan for language task

Based on the results of the interviews, it was stated that a little number of fluent speakers had more time to make plans before carrying out assignments, especially assignments in English speaking.

"Usually speaking assignments are asked to make a video, I prefer to compile important points first so that later I don't get confused when conveying them" stated by fluent speaker 6. As for the rest, they chose to do the speaking English task spontaneously if they felt the material presented was easy enough. This was stated by fluent speaker 10:

*"If I feel the task is easy, I prefer to do it spontaneously to practice brainstorming as well. If it's difficult or maybe for a contest, I just arrange what needs to be prepared first, such as writing important points and paying attention to the use of grammar."*

d) Looking for practice opportunities

In addition to looking for opportunities to practice speaking with classmates when learning in class, most of them have the opportunity to practice speaking which is quite varied by utilizing social media.

- (1) Playing mobile games, the fluent speakers who have a hobby which they can also use as practice speaking English. They play mobile games that are connected to overseas servers where they can communicate with their opponents using the international language, namely English.
- (2) Omegle & Discord, these two applications are almost the same application, which can connect with strangers. They sometimes use the application in their free time just to chat and make friends from abroad.
- (3) Cambly, one of the fluent speakers uses the Cambly application which has several advantages, namely many learning videos that can be accessed and can also chat directly with other users. Even though the application is not completely free, the application is enough to help him in learning English.

Fluent speaker 10 yang merupakan salah satu pengguna aplikasi Discord menyatakan:

*"Usually using the discord application there are some friends who are actually around from America so I once played a game with them and I also learned to make conversation together"*

**3) Evaluating your learning**

a) Self-monitoring

In practicing English speaking, fluent speakers tend to pay attention to the sentences they produce. As stated by fluent speaker 7:

*“When I practice speaking, whether alone or with partners, what I pay attention to is whether the sentences I say are correct or not, whether the pronunciation is correct or not. If I feel what I said is wrong, I will try to justify it”*

It shows that fluent speakers do self-correction when practicing speaking.

**b) Self-evaluating**

Not only do they do self-monitoring, but they also do self-evaluation after practicing or having speech using English. Based on the observations, after they had a speech in front of the class, they chose to be contemplating and evaluate what they had said in front of them. This statement is reinforced by the results of interviews, that they always evaluate themselves after doing speaking activities.

"Of course I do self-evaluation, for example when I advance to present a material, I pause for a moment to re-record what I said earlier, is there something missing or is there a sentence that is difficult to understand", stated by fluent speaker 10.

This indicated that self-evaluating is often done by fluent speakers for future improvements.

**b. Affective Strategy**

**a) Lowering the anxiety**

**a) Relaxation**

When having a speech, whether with a partner or in front of many people, they still feel nervous. When feeling nervous, fluent speakers prefer to relax first. This was expressed by several fluent speakers during the interview section.

"If I prefer to be silent and focus on my self, practice a lot and pray" stated by fluent speaker 7.

This indicated that fluent speakers like to concentrate on themselves before speaking in front of a large group of people. They need to relax by focusing on themselves and take a deep breath

**b) Encouraging yourself**

**a) Making positive claims**

Fluent speakers make positive statements to encourage themselves. Accompanied by feelings of optimism, they say things to boost up their

energy and are eager to carry out speaking activities, especially when speaking in front of many people. The positive claims they say are like:

*"I can do it"*, stated by fluent speaker 2.

"You are the best, it's gonna pass", stated by fluent speaker 3.

"I've been practicing and I'm sure the results will be good too", stated by fluent speaker 8

b) Taking risks wisely

The results of the interviews stated that fluent speakers also take risks wisely. Three out of eleven fluent speakers stated that before they made a decision, for example when they decided to be a speaker in front, they thought about the future risks, such as the listener's response and the sentences spoken. As was stated by fluent speaker 10:

*"I was a little worried about the reaction of my friends, but I have made up my mind and accepted the risk. So to get rid of these negative thoughts, I try to be calm and focus on what I will convey to them"*

This shows that fluent speakers have thought of solutions to possible risks when carrying out speaking activities.

c) Give yourself reward

Two fluent speakers stated that they did self-reward to appreciate their hard work, especially when having English speech. As what stated by fluent speaker 8:

*"If I have done something that I think is tiring, for example, I finished the debate competition at that time, and it really drained my energy. Sometimes I watch my favorite series and eat my favorite food to reward myself"*

It shows that a small reward can be a boost up their energy after doing strenuous activities.

**c) Taking your emotional temperature**

a) Paying attention to the body

The reactions of the body sometimes appear beyond our control. There is one fluent speaker who states that he is an introvert so he often experiences nerves that affect his body such as shaking.

"if I feel that my body is giving out a response that is not good, I try to take a deep-breath and try my best to stay calm", stated by fluent speaker 9.

b) Talking about your feelings

In the learning process, of course they are still faced with several problems, especially in learning English speaking skills. Several fluent speakers tend to talk about their problems in speaking with someone who is more expert, especially their teacher.

*“When I had difficulty composing a sentence that I wanted to say, at that time I asked my sister for advice”, stated by fluent speaker 3.*

### **c. Social Strategy**

#### **1) Asking question**

##### **1) Asking for correction**

When observing activities in class, fluent speakers sometimes ask their teacher if there is something they don't understand or ask for clarification regarding questions given by the teacher. During the interview they also said that they often asked for justification regarding the statements they made. In class learning activities, fluent speakers ask for correction like this:

*“Reporter is someone who is in charge of covering news and reporting it to the public, is it right?”, stated by fluent speaker 6.*

#### **2) Cooperating with others**

##### **a) Cooperating with peers**

In group activities, fluent speakers are more dominant in English speaking. They invite their other friends to use this groupwork as their speaking partners. This was also stated by fluent speaker 11:

*“We sometimes do group activities when asked by the teacher and I always try my best to use these opportunities to have conversations in English with my friend, which before I rarely spoke in English with him.”*

It showed that, by doing group discussions held by the teacher in every English lesson, encourage fluent speakers to be active in speaking and give them the opportunity to exchange opinions.

#### **3) Empathizing with others**

##### **a) Increasing cultural understanding**

Besides learning to master English speaking, three out of eleven fluent speakers also learn about foreign cultures. This was conveyed by fluent speakers who have had the opportunity to speak with native speakers. This was stated by fluent speaker 10:

*“Of course I will also learn a little about culture from my interlocutor, so of course there is preparation beforehand, such as cultural examples regarding Halloween celebrations”*

As for the rest, they chose to at least not say offensive words and try to maintain the conversation by finding appropriate topics of conversation.

b) Recognizing of other thoughts and feeling

As stated in the section on cooperating with peers, fluent speakers try to get their friends to use their group work time to practice English speaking. As what stated by fluent speaker 11:

*“When I talk to my friends, I always try to be sensitive to how they feel. Because sometimes there are still friends of mine who lack confidence when speaking English, so I try to chat with them as comfortably as possible, by not judging them too much when there might be incorrect grammar. Because in my opinion grammar doesn't need to be too concerned about, the most important thing is that we have the courage to speak first”*

It showed that, they pay very much attention to the emotions and feelings of their interlocutors so that communication is comfortable.

## **B. Discussion**

Data from observations and interviews that have been described will be reflected in related theories and existing studies from previous findings in this discussion section. Based on the findings described, fluent speakers use almost all indirect strategies in practicing English speaking skill.

### **1. Indirect learning strategies used by fluent speakers at MA Bilingual Sidoarjo in practicing their speaking skill**

According to the findings of this study, fluent speakers employ metacognitive, emotional, and social techniques to learn English speaking. However, they do not employ all of the actions in each approach due to the different types of characteristics in each individual. Because of the various varieties of the indirect learning method, it is intended that students can employ appropriate indirect learning strategies that they can adopt in learning English speaking based on their learning style.

#### **a) Metacognitive Strategy**

The results of the data reveal that in this metacognitive strategy, fluent speakers use overviews of previous material, paying attention, and delaying speech out to center their learning. In arranging and planning the learning,

they use finding out about language learning, establishing goals and objectives, making plans for a language task and looking for practice opportunities. Meanwhile, they also use self-monitoring and self-evaluating to evaluate their learning process. A study from Utami also found that students also used those kinds of metacognitive strategies.<sup>57</sup> According to the researcher, the sub-strategies in this metacognitive strategy are a form of unity which if carrying out each action will help students in the process of learning English. Begin with understanding the material or information, then explore for learning references, and then do an evaluation. This statement is supported by a study by Putri who stated that metacognitive strategies are helpful for focusing and being well-prepared in the learning process.<sup>58</sup>

**b) Affective Strategy**

In the affective strategy, research results show that fluent speakers use relaxation instead of using music or humor to reduce their anxiety. Fluent speakers also use positive claims, take risks wisely, and self-reward to encourage themselves. For taking fluent speakers' emotional temperature, they pay attention to their body and talk about their feelings with someone else instead of using daily journals and checklists. This is in line with a study by Roboh that the students only use relaxation to lower their anxiety before doing the speaking activities especially when they are going to perform in front of the public. The respondents also did not use diaries and use checklists because most of them even though it was not important and they had never thought about this strategy before.<sup>59</sup> In general, although only a few actions of this affective strategy are carried out by the learner, this strategy is quite important for students to carry out, especially in learning English speaking skills. This strategy can increase students' level of confidence when speaking and also be more aware of the obstacles they experience during the learning process. A study by Zakaria et al. also stated

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<sup>57</sup> Utami, "English Speaking Learning Strategies By 'Hafiz' Students At Smp Khairunnas Entrepreneur Tuban."

<sup>58</sup> Vina Ardian Septyani Putri, "The Implementation of Bilingualism in the Teaching Learning Activities International Standardized School (A Descriptive Qualitative Study in SD Negeri SBI Gemolong in the 2009/2010 Academic Year)" (2010).

<sup>59</sup> Anie Getruida, Pili Roboh, and Herwindy M Tedjaatmadja, "Affective Strategies Used by High Proficiency Learners at Hand Fortuna Center" (2016): 80–85.

the use of affective strategy, students will be able to engage with their feelings and diminish the difficulties they face by motivating themselves.<sup>60</sup>

### c) **Social Strategy**

The results of the data show that in the social strategy, fluent speakers use asking for correction rather than asking for clarification. They also use cooperating with peers rather than cooperating with proficient users. They also empathize with others by increasing their cultural understanding and recognizing of others' thoughts and feelings. Another study by Putri found that college students as her respondents used all the actions of this social strategy.<sup>61</sup> This study assumes that it is impossible to deny that social strategies are required to create communication in society. This social strategy can help students to practice communication skills both verbally and virtually. In addition, the social strategy leads to a conducive environment for students to speak English, especially those students who are afraid of making mistakes when speaking in another language other than their mother tongue.<sup>62</sup>

## 2. **The implementation of indirect learning strategies by the fluent speakers at MA Bilingual Sidoarjo in learning English speaking skill**

The data that has been found related to the indirect learning strategy used by fluent speakers in practicing speaking English speaking skill is elaborated with the findings in existing previous studies.

### 1. **Metacognitive Strategy**

Metacognitive strategies provide a way for learners to coordinate their own learning process. Teachers may find metacognitive strategies valuable in guiding students toward a more self-directed language learning process. Metacognitive strategies used by fluent speakers are (1) centering the learning, (2) arranging and planning the learning, and (3) evaluating the learning.

#### a. **Centering the learning**

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<sup>60</sup> Norfaeza Zakaria, Harwati Hashim, and Melor Md. Yunus, "A Review of Affective Strategy and Social Strategy in Developing Students' Speaking Skills," *Creative Education* 10, no. 12 (2019): 3082–3090.

<sup>61</sup> Putri, "The Implementation of Bilingualism in the Teaching Learning Activities International Standardized School (A Descriptive Qualitative Study in SD Negeri SBI Gemolong in the 2009/2010 Academic Year)."

<sup>62</sup> Zakaria, Hashim, and Yunus, "A Review of Affective Strategy and Social Strategy in Developing Students' Speaking Skills."



This strategy assists students in focusing their attention and energies on certain language assignments, activities, abilities, or materials.

1) **Overviewing and linking with already known material**

Overviewing and connecting to previously known material is typically accomplished in three phases: learning why the activity is being done, building the needed vocabulary, and making the associations.<sup>63</sup> The action taken by fluent speakers is building the needed vocabulary. As mentioned in the finding, fluent speakers expand their vocabulary by memorizing and repeating the new word. One of them also stated that a lot of new vocabulary found whether it is from the teacher explanation or from social media. Fluent speakers also make these new words into several new sentences which can also practice their speaking skills. Talking when a person doesn't know what to say is the same as restricting the ability to speak. Therefore, the researcher agrees that expanding vocabulary by memorizing and using it in daily conversation is the main strategy for learning English speaking. This is also supported with a study by Cinthya et al. which stated that this method may help students internalize and preserve knowledge by enhancing their long-term memory.<sup>64</sup> Brown also stated that vocabulary is one of the important components in speaking.<sup>65</sup> As a result, by reviewing foreign vocabulary, we may train our minds to retain these new words so that they can be used in everyday discussions.

2) **Being attentive**

Being attentive is when students pay attention in specific aspects of speaking a language. Based on the finding, fluent speakers focused to listen about their interlocutors saying so that they could grasp the information explained. However, the researcher believes that listeners can not only listen to the information obtained but can also pay attention to other aspects such as grammar and pronunciation. This argument is also supported with a research by Oxford which showed that learners intended to pay special attention to using the correct forms of nouns and pronouns

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<sup>63</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

<sup>64</sup> Garita and Sánchez, "Indirect Learning Strategies in University Students' EFL Development."

<sup>65</sup> Brown, "Testing, Assessing, and Teaching; Principles of Language Assessment."

after prepositions.<sup>66</sup> Therefore, not only being a good listener by grasping the information said but also dapat peka terhadap another aspek pada speaking skill.

### 3) Delaying speech output

The results of the study showed that fluent speakers delay their speech output in order to understand the information conveyed by their interlocutors. Most of them don't hesitate to speak up when there's something they want to ask. This may not be done by some students due to differences in the character of each individual. A study by Oxford also found that her respondent repeated silently, because she or he did not yet feel confident enough to speak.<sup>67</sup> Some students may not have anxiety when they want to speak, but some students who may have anxiety will need that time to get used to being able to produce speech. This argument is in line with a study by Garita et al. which stated that, aside from learning how to focus students' complete attention and activate past knowledge, students may take benefit from training how to listen carefully, assimilate the information, and quietly repeat it until they feel ready to generate utterances.<sup>68</sup> Just like what fluent speakers do, delaying the speech output needs to be done in order to receive the information conveyed by the teacher until they are really ready to speak and ask questions.

#### **b. Arranging and planning your learning**

This type of strategy will help learners to organize and plan so as get the most out of language learning.

##### 1) Finding out about language learning

Learning about language learning is attempting to understand how language learning works by reading books and conversing with others, and then using what one has learned to help improve one's own language.<sup>69</sup> It can be said that the strategy is to look for other references that can help students learn English speaking. In this study, fluent speakers use social media as their learning resource such as by watching

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<sup>66</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

<sup>67</sup> Ibid.

<sup>68</sup> Garita and Sánchez, "Indirect Learning Strategies in University Students' EFL Development."

<sup>69</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

movies, watching news or variety shows on YouTube, and listening to the music. By watching the favorite English-based programs, fluent speakers encourage themselves to try to understand the content of these programs with or without English subtitles. Not only do they add insight and new vocabulary or phrases, they can also understand the correct pronunciation. This study agrees that implementing this strategy if done consistently, can improve their English skills. Apart from not being bored, students can explore grammar, add new vocabulary, and understand the pronunciation of English words through movies, shows, or music. This is also supported with a study by Prabawa who stated that students frequently watch English language films or TV shows because they are entertained, do not exhaust them, and make studying English entertaining and engaging.<sup>70</sup> As a result, they are interested in learning English, particularly speaking.

## 2) Establishing goals and objectives

In finding out what the goals of learning English are, fluent speakers have quite varied goals, namely, being able to communicate with people in different countries, consuming information around the world, and wanted to study abroad by passing EILTS. This study agrees that setting goals keeps students focused on desired outcomes and provides a clear direction for success in mastering English speaking skill. A study by Dotson also stated that goal setting can lead to student motivation and higher academic achievement.<sup>71</sup> It can be concluded that by setting our goals in learning speaking, we will not easily give up by always remembering what our initial goals were in learning English speaking.

## 3) Making plan for language task

Planning for language components and functionalities required for an upcoming language assignment. Fluent speakers seldom employ this method in training their speaking abilities. They prefer to do a task spontaneously without planning. They also stated that this could encourage their brains to think. However, if the task is difficult enough,

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<sup>70</sup> Rianita Prabawati Ciptaningrum, "The Existence of Variety Technique Teaching Speaking to Motivate Students on Learning English at MTs Muhammadiyah 1 Malang," Faculty of Teacher Training and Education University of Muhammadiyah Malang (2017).

<sup>71</sup> Ronnie Dotson, "Goal Setting to Increase Student Academic Performance," Journal of School Administration Research and Development 1, no. 1 (2016): 45–46.

numerous proficient speakers will use this method. They do this strategy by marking the key elements to be delivered before to engaging in the speaking activity, so that they do not lose the flow of the discussion. For example, ketika mereka mendapatkan tugas untuk story telling, they will structure the storyline by writing phrases at the core of the story points. This may work for students who are above the beginner level in English. The researcher argues that doing tasks spontaneously, especially in speaking skills can improve individual public speaking soft skills. This is because their brains work to be able to produce structured sentences based on the flow of the discussion. However, it may be difficult for students who are still at the beginner level because their vocabulary is still limited. Students may be able to do planning before doing the task by compiling several elements of the task such as collecting task information, choosing words and using grammar. This is in line with the results of research from Oxford which states that learners identify the language elements required for instance, the tenses, comparatives, and vocabulary.<sup>72</sup> Re-checking is also done when it has necessary knowledge and finally works to develop any missing elements.

#### 4) Looking for practice opportunities

This activity offers opportunities to practice the new language in realistic settings.<sup>73</sup> Realistic setting means that you practice your speaking to communicate using English in your daily life. Beside, practicing with people outside their mates at school such as their sister or friend, fluent speakers also practice through applications in digital media such as by playing mobile games, Omegle, Discord, and Cambly applications. They take advantage of the media platform to find friends to talk to from various countries. This is called by synchronous computer-mediated communicated (SCMC) which means that video calling interaction in which interlocutors and speakers are not physically present in the same place.<sup>74</sup> This strategy might work for learners who have anxiety when they want to practice speaking directly. By starting to practice speaking by

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<sup>72</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

<sup>73</sup> Ibid.

<sup>74</sup> Cicilia Yiska Kusuma Pratama, "Speaking Practice for EFL Students Through SCMC: Talking to Foreigners Online," *English Language Education, University of Kristen Satya Wacana* (2019): 5–10.

utilizing social media platforms such as those used by fluent speakers, it can get used to the courage to produce oral skills. This is in line with a study by Karim who found that by having a conversation with overseas friend through internet learning platform, they able to overcome their affective issues such as nervousness and anxiety compared to learning in the class with teacher.<sup>75</sup> Pratama also found that this kind of strategy provided more oral practice than in class, create English learning motivation, and provides feedback for their own learning. <sup>76</sup> Therefore, learners are able to use internet media platform to connect with people in different countries, so they can improve their social skills and also practice their English speaking results.

### **c. Evaluating your learning**

This strategy has two continuous actions, both of which are related to language performance.

#### **1) Self-monitoring**

Speakers can detect the speech errors they are talking about. A study by Nozari, Dell, and Schwartz found that speakers may use their speech comprehension to monitor for errors in over speech.<sup>77</sup> This is in line with this study which found that when fluent speakers are having a speaking performance they are always careful about what they are talking about, if they feel there is a speech pronunciation or wrong grammar, they try to justify it. Self-monitoring is essentials in speaking performance since it can help speakers to produce sentences with proper pronunciation, grammar or word selection. However, the researchers argue that if speakers monitor with a lot of self-correction it will interfere with speaking performance and listeners may also feel uncomfortable because of repeated phrases. This is in line with a study by Utami which stated that students should not get worried about correcting every speech error, since

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<sup>75</sup> Ismit Hi. Karim, "Enhancing the Speaking Skill Using Metacognitive Strategy (a Case Study on High-Achiever Students in a Private University in North Maluku) Introduction," *J-ELLiT (Journal of English Language, Literature, and Teaching)* 3, no. 1 (2019): 12.

<sup>76</sup> Cicilia Yiska Kusuma Pratama, "Speaking Practice for EFL Students Through SCMC: Talking to Foreigners Online."

<sup>77</sup> Nazbanou Nozari and Jared Novick, "Monitoring and Control in Language Production," *Current Directions in Psychological Science* 26, no. 5 (2017): 403–410.

this would kill conversation.<sup>78</sup> Therefore, at least speakers can notice fatal mistakes such as not talking about offensive topics or stating confusing statements.

## 2) Self-evaluating

The action of this strategy involves measuring the progress of learning to speak. A study by Darwanto found that students can be evaluated by having conversations with their friends to get some suggestions in developing their speaking skills and by listening to the lecturer's advance.<sup>79</sup> Different with this study, fluent speakers tend to evaluate by talking to themselves, and make a list of what needs to be justified and corrected. In addition to evaluation in the form of scores, the type of evaluation in the form of subjective feedback from other people and oneself also needs to be done. Oxford also stated that self-evaluation enables the students to have a constant and subjective comment in order to make them more conscious of their process and more confident and interested.<sup>80</sup>

## 2. Affective Strategy

Affective strategy is a strategy that serves to regulate emotions, motivation, and attitudes. Affective strategy can assist students to gain control over language learning factors. In this study, fluent speakers used all types of affective strategies described by Oxford which consist of (1) lowering the anxiety, (2) encouraging the self, and (3) taking the emotional temperature.<sup>81</sup> In the study by Dewi et al. shows that this strategy became the most useful in learning English.<sup>82</sup> By using this strategy, students are more likely to be brave in speaking English with anyone, anytime, and anywhere. This is in line with the research found in this study in interviews, which showed that by using affective strategy it can help fluent speakers encourage themselves to take advantage of learning English in class with their friends to practice their speaking skills.

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<sup>78</sup> Utami, "English Speaking Learning Strategies By 'Hafiz' Students At Smp Khairunnas Entrepreneur Tuban."

<sup>79</sup> Darwanto, "Strategies for Developing Speaking Skill Used By Students of English Education Department : A Case Study."

<sup>80</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

<sup>81</sup> Ibid.

<sup>82</sup> Dewi Patmawati, Zul Amri, and Sitti Fatimah, "An Analysis of Speaking Learning Strategies Used By Proficient Learner of English Language and Literature Department in Universitas Negeri Padang," *Journal of English Language Teaching* 7, no. 1 (2018): 141–150, <http://ejournal.unp.ac.id/index.php/jelt>.

### **a. Lowering the anxiety**

Anxiety is a feeling that cannot be avoided by humans. Al Nakhalah cited in Trisdianti stated that anxiety is one of the psychological problems that hinder students in speaking performance.<sup>83</sup> However, this can be reduced by doing relaxation, using music, and using laughter. According to Utami's research, the students utilized an approach of minimizing nervousness and pushing themselves to talk more.<sup>84</sup> Meanwhile in this study, fluent speakers only use relaxation and having a discussion with their friends to reduce their anxiety.

#### **1) Using relaxation**

It indicates means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down.<sup>85</sup> This study found that fluent speakers will be more silent, trying to focus on preparing themselves and relaxing by taking a deep breath. This relaxation is done by regulating breathing while closing the eyes and trying to create calm in the own-self. They also said that reciting the prayer made them more relaxed before the speaking performance. The researcher agrees that doing relaxation is the main step that must be taken when feeling anxious when carrying out an activity, especially speaking skills, which learners may have never done before. This is also supported with a study by Wijirahayu who also found that the students use progressive relaxation to calm the down when feelings of nervousness appear immediately before speaking activities.<sup>86</sup>

### **b. Encouraging the own-self**

Oxford claimed that the most potent encouragement net and the only encouragement available in many independent language learning situations may come from inside the learner.<sup>87</sup> By encouraging the own-self you can also

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<sup>83</sup> Desy Trisdianti, "Strategies in Reducing Speaking Anxiety by Sixth Semester Students of English Department at IAIN Tulungagung," *Journal of Property Research* (2018), <https://builtsurvey.utm.my/>.

<sup>84</sup> Utami, "English Speaking Learning Strategies By 'Hafiz' Students At Smp Khairunnas Entrepreneur Tuban."

<sup>85</sup> Trisdianti, "Strategies in Reducing Speaking Anxiety by Sixth Semester Students of English Department at IAIN Tulungagung."

<sup>86</sup> S. Wijirahayu and P. Dorand, "Affective Strategies, Attitudes, and a Model of Speaking Performance Development for Engineering Students," *Journal of Physics: Conference Series* 948, no. 1 (2018): 0–10.

<sup>87</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

reduce feelings of anxiety by using positive claims and giving yourself a reward.

1) Making positive claims

This study found that fluent speakers do positive claims by using their inner speech before or after doing speaking activities. Fluent speakers say a few words in order to encourage themselves such as:

*"I can do it"*

*"I have to be able to show the best"*

*"I'm proud of myself"*

"I've been practicing, so believe me the results will be good too"

*"If you want to be better, just go for experience"*

"You are the best, it's gonna pass"

*"It's okay to make mistakes"*

The researcher agrees that the validation of self-praise will foster self-confidence and self-satisfaction with an achievement. A study by Trisdianti stated that the first thing is the learners should think positively about their performance and they are not less than the others.<sup>88</sup> Students will automatically say positive things as well which can be expressed by speaking, inner speech, or in writing. Say positive statements to one self in order to feel more confident in learning the new language.<sup>89</sup> Therefore, learners use this strategy before speaking performance so that they are more relaxed and confident.

2) Taking risks wisely

Taking risks wisely are when students make conscious decisions and think about the risks that will occur during speaking activity. A study by Saputra et al. showed that the students tend to trying to speak, even thought it might make some mistakes.<sup>90</sup> Another study by Nilamsari also found that a learner tried not to be afraid to a fault in a conversation and tried not be a random to communicate although she is got any trouble.<sup>91</sup> It can be said that students prefer to show courage initially even if blunders occur eventually. This is in line with this study that showed that fluent

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<sup>88</sup> Trisdianti, "Strategies in Reducing Speaking Anxiety by Sixth Semester Students of English Department at IAIN Tulungagung."

<sup>89</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

<sup>90</sup> Eka Wahyu Saputra and Nanang Bagus Subekti, "A Study of the Speaking Learning Strategies Used by English Education Departement Students," *Journal of English Language Education* 2 (2008): 1–8.

<sup>91</sup> Harlida Nilamsari, "A Study on Learning Strategy Used by Neptune Hotel School Student of A High Achiever in Speaking Class in The Academic Year 2019," *Nusantara PGRI Kediri* (2019): 88–100.



speakers are more concerned with risk, namely the audience's reaction to their speaking performance. However, they still have a solution to deal with this risk by being brave and always thinking positively about the audience's reaction or thought. The researcher agrees that wisely thinking about the risks beforehand will make learners calmer when doing speaking performances, because they have prepared themselves both mentally and or prepared other strategies.

### 3) Providing reward

Providing reward is when learners have achieved satisfaction with an achievement, then they will do something as a form of appreciation for what they have achieved. Instead of waiting for others to reward them, learners can give themselves a reward for their achievements in having a speaking performance. A study by Cinthya et al. found that rewarding oneself for particularly good performance through visible or intangible rewards obtain the lowest mean.<sup>92</sup> It is similar with this finding that, only several fluent speakers asked them for small rewards such as watching their favorite movie and eating their favorite food. Fluent speakers lain memilih untuk cukup dengan memuji diri mereka sendiri yang mana halnya sama seperti strategi giving positive claims. The researcher believes that providing rewards will enhance their motivation to study. However, it should not be so excessive that it becomes wasteful. Aside from purchasing anything you desire, self-rewarding may also be done visually by watching ones favorite movies, etc. A study from Oxford also stated that learners can do self-reward because some of the most potent and useful rewards come from within the learners themselves.<sup>93</sup>

#### c. Taking the emotional temperature

By noticing and assessing the feelings and attitudes in speaking performance, it can be helpful for learners to discern negative attitudes and emotions that impede language learning progress.<sup>94</sup> She also state that listening to the own-body, using checklist, writing a language learning diary, and discussing the feeling with someone else can help the students to take their

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<sup>92</sup> Garita and Sánchez, "Indirect Learning Strategies in University Students' EFL Development."

<sup>93</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

<sup>94</sup> Ibid.

emotional temperature. Meanwhile in this study, fluent speakers use talking about the feeling with others to take their emotional temperature.

1) Paying attention to the body

Physical conditions can affect human speech performance because negative feelings can tighten muscles that affect the human body and mind. A finding by Wijirahayu et al. stated that the majority of students have the potential to experience physical tension or stress because they do not understand the importance of paying attention to their physique.<sup>95</sup> Meanwhile, the findings of the study showed that only one fluent speaker used this strategy because he realized that he had anxiety when speaking English. Therefore, he always tries to always pay attention to the condition of his body, especially when speaking in front of his class, where usually his body seems to be shaking, so he tries to have a quick relaxation and tries to stay confident. This is in line with a study by Oxford who found that the learner felt nervous when talking with a native speaker and she decided to do something about it. This study agrees that cultivating a sense of sensitivity to the body when conducting speaking activities can affect our speaking performance. By paying attention to the condition of the body, speakers can be more aware of their own emotional state so that it can stimulate a calming effect during speaking activities.

2) Talking about your feelings

To regulate their emotions, learners usually try to talk about a problem, especially those related to their learning process. Actually besides talking about the feelings to other people, there are several strategies such as using checklists and diaries. However, fluent speakers hardly use this strategy. This is in line with a research by Cinthya et al that the use of emotion checklist and diary has the lowest score which means that the students do not apply that strategy very often<sup>96</sup>. This is because fluent speakers feel they don't have time to do these two things and feel it is too complicated so if they feel they have a problem related to learning speaking they prefer to solve the problem themselves by finding out for

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<sup>95</sup> Wijirahayu and Dorand, "Affective Strategies, Attitudes, and a Model of Speaking Performance Development for Engineering Students."

<sup>96</sup> Garita and Sánchez, "Indirect Learning Strategies in University Students' EFL Development."

learning references through social media. Some of them decided to talk about their feelings with their siblings or their English teacher. This study also agrees that expressing feelings or concerns relating to the learning process would provide a sense of relaxation, lowering tension. Much less the consulting with someone more experienced who may be able to give a solution to the difficulty being faced. This is also supported with a study by Oxford who stated that Encourage students to communicate their feelings about the language learning process and to figure out what they need to do to become better learners.<sup>97</sup>

### **3. Social Strategy**

Learning a language thus involving other people, and appropriate social strategies are very important in this process.<sup>98</sup> Social strategies help students learn through interaction. We as humans certainly cannot be separated from interacting and communicating with someone face to face or online through online media platforms. In practicing speaking skills, the social strategy has several sub-strategies, namely asking questions, cooperating with others, and empathizing with others. Fluent speakers use all of these strategies but not all of their actions.

#### **a. Asking question**

One of the most basic social strategy actions is by asking a question to someone, possibly native speakers, friends or a teacher. This can help learners encourage their conversation partners to provide larger quantities of "input" in the target language and indicate interest and involvement.<sup>99</sup> Students can exchange information from teachers, native speakers and friends regarding the things they ask.

##### **1) Asking for correction**

Based on Agung's study the students did some activities which helped them to measure their speaking accuracy in using of pronunciation, grammar, vocabulary, and expression precision by using some activities such as asking lecturer, searching in dictionary, and consulting with their friends.<sup>100</sup> This is also done by fluent speakers, one of which is asking for

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<sup>97</sup> Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

<sup>98</sup> *Ibid.*

<sup>99</sup> *Ibid.*

<sup>100</sup> Darwanto, "Strategies for Developing Speaking Skill Used By Students of English Education Department : A Case Study."

correction, whether it's to their friends or the teacher. This also relates to self-monitoring where learners have to noticing their mistakes and start asking for corrections. Learning to listen to suggestions or justifications from those they ask might help them see that what they are doing is a step in the right direction. This assertion is reinforced by a Suryoputro research, which claims that corrective feedback improves students' speaking skills by making them aware of their flaws and also trains them to listen to other people's ideas.<sup>101</sup>

#### **b. Cooperating with others**

Cooperating with others involves a group work activity concerted to work together with other learners. This strategy not only increase learners' language performance but also enhances self-worth and social acceptance.

##### **1) Cooperating with peers**

Mehmet stated that cooperating with peers is necessary to sustain the efforts of every student in socializing to learn a foreign language entirely and perfectly without making mistakes in speaking skills.<sup>102</sup> This study found that fluent speakers more often cooperate with their friends during English class. By doing group activity, students not only practice their speaking skills, but also understand how to have a great teamwork and exchange opinion. This is also done by Naa'im et al., who noted that, in addition to improving students' performance in speaking skills, this method allows students to extend their thoughts by extensively discussing the issues given in the work.<sup>103</sup> This study confirms that working with friends makes it simpler to open up to each other and provide feedback on what they are talking, therefore increasing their abilities to socialize. A study by Zakaria et al. also found that the learners will feel safe as they

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<sup>101</sup> Gunawan Suryoputro and Aam Amaliah, "EFL Students' Responses on Oral Corrective Feedbacks and Uptakes in Speaking Class," *International Journal of Language and Linguistics* 3, no. 5 (2016): 73–80.

<sup>102</sup> Celal VARIŞOĞLU Mehmet, "The Importance of Strategies of Social Language Learning and Cooperative Learning in the Process of Teaching Turkish as a Foreign Language," *Educational Research and Reviews* 11, no. 10 (2016): 981–986.

<sup>103</sup> Nor Azam Bin Naa'im and Harwati Binti Hashim, "The Importance of Social Learning Strategies in Enhancing Students' Speaking Skills in MUET," *International Journal of Scientific and Research Publications (IJSRP)* 9, no. 7 (2019): p9111.

become a part of the group or someone who is at their age so that can help them to overcome anxiety.<sup>104</sup>

### c. Empathizing with others

Empathy is essential to successful communication in any language. Proverb says that "put yourself in someone else's shoes", it means that as much as possible we can adjust and maintain our speaking attitude towards someone so that communication activities can be established comfortably. Empathy can be developed more easily when language learners develop cultural understanding and become aware of others; thoughts and feelings. Meanwhile, fluent speakers only use one action. They often develop cultural understanding from the interlocutor, but they at least make sure their conversation can continue and there is no intention to be offensive.

#### 1) Increasing cultural understanding

Increasing cultural understanding is trying to other person's relation to that culture. Based on finding, only several fluent speakers are looking for understanding in improving the culture of native speakers. This is based on their experience having had a discussion with native speakers. It can be concluded that understanding the culture of the native speaker's country can be an additional topic of conversation and also aware that it is necessary to respect the culture of the native country. According to Saputra et al., students strive to learn about the culture of the country where the new language is spoken.<sup>105</sup> According to the researcher, by gaining cultural knowledge, people can not only get insight but also avoid doing what they should not do while associating with native speakers. Furthermore, understanding the culture of the other person may be used as an engaging topic of conversation.

#### 2) Recognizing of other thoughts and feeling

Learners can purposefully become aware of the fluctuations in the thoughts and feelings of particular people who use the new language.<sup>106</sup> It means that learners should be sensitive to what is in the thoughts and

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<sup>104</sup> Zakaria, Hashim, and Yunus, "A Review of Affective Strategy and Social Strategy in Developing Students' Speaking Skills."

<sup>105</sup> Saputra and Subekti, "A Study of the Speaking Learning Strategies Used by English Education Departement Students."

<sup>106</sup> Oxford, Language Learning Strategies: What Every Teacher Should Know.

feelings of their interlocutors. Based on the finding, fluent speakers always invite their other friends to speak English without forcing them and not judging each other so that the other person feels comfortable while speaking. The researchers claim that speakers can recognize the other person's thoughts by looking at their body language or tone of voice, in addition to keeping the other person's emotions in control. This is also supported with a study by Garita et al. who stated that learners are most likely to become aware of the other speakers' opinions and emotions by examining their behavior in face-to-face interaction, and assessing tone, expression, and physical signals.<sup>107</sup> For example, if the interlocutor speaks with frequent pauses, try to be attentive to the fact that they may be confused about how to generate dialogue. This method can enhance socializing, which can lead to better communication.

Implementing learning strategies in the practice of speaking English based on their own interests will lead in an improvement in speaking ability. The employment of indirect strategies contains various sub-strategies and may be employed anywhere, both in real life and online by employing current technologies. While Utami's study investigated learning techniques in learning speaking in junior high school students, they did not employ as many learning strategies as students classified as adult learners. In this study, fluent speakers classified as adult learners employ practically all forms of indirect learning strategies to practice English speaking abilities. Especially by utilizing social media, they can take advantage of using various applications to practice talking with people in various countries. With the vastness of the internet network, adult learners can filter out the good information they need so they can explore social media wisely.

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<sup>107</sup> Garita and Sánchez, "Indirect Learning Strategies in University Students' EFL Development."

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

##### 1. Indirect learning strategies used by fluent speakers at MA Bilingual Sidoarjo in practicing their speaking skill

According to the research finding and discussion explained above, the researcher concluded that fluent speakers at MA Bilingual Sidoarjo used three types of indirect strategies in practicing English speaking skills, namely metacognitive strategy, affective strategy, and social strategy. With various individual characteristics and learning styles of fluent speakers, not all of the actions from each strategy are carried out by the fluent speakers.

##### 2. The implementation of indirect learning strategies by the fluent speakers at MA Bilingual Sidoarjo in learning English speaking skill

Fluent speakers implement the first strategy that is a metacognitive strategy in centering the learning by overviewing and memorizing the new material and vocabuaries, being attentive, and delaying speech output. In arranging and planning the learning, fluent speakers find about the language learning by looking for learning references through social media platform, establishing goals, making plans and looking for speaking practice opportunities. Meanwhile in lowering the anxiety, they do self-monitoring and self-evaluating. Second, in an affective strategy, fluent speakers lower the anxiety by having relaxation. In encouraging the own self, they use positive claims, taking risks wisely and giving self-rewards. They pay attention to the body, and talk about their feelings with someone taking the emotional temperature. In the social strategy, fluent speakers ask for correction, and cooperating with peer. In empathizing with others, they increase cultural understanding and recognition of others' feelings.

#### B. Suggestion

Based on the conclusions described above, the following is a discussion regarding suggestions from the researcher:

##### 1. For the students

In addition to providing insight into what an indirect learning strategy is, the finding of the study can assist students choose appropriate indirect learning strategies in learning speaking English that suit their interests. Furthermore,

students may comprehend about to the way how fluent speakers implement indirect learning strategies in learning English speaking abilities, which they can use as learning references. As a consequence, students may realize that studying English does not have to be done just in class, but can also be done in leisure activities. This allows students to enjoy their learning experience while improving and mastering spoken English.

2. For the teachers

Knowing the variations and implementation of the indirect learning strategy used by each fluent speaker in learning English allows the teacher to develop teaching strategies that are more student-centered and in accordance with students' interests, resulting in more optimal teaching and learning activities. The teacher is expected to be able to implement teaching and learning activities, especially in various English speaking activities so that students can explore various kinds of activities that are successful for them to master English skills. From the finding it was found that students were more engaged in learning related to social media, teachers could develop English speaking learning activities by utilizing social media. It also aims to build an active and not boring classroom atmosphere. Teachers can also explore other indirect learning strategies from various sources to provide as learning references for students so that they can also have new insights into interesting learning strategies when practicing English speaking.

3. For other researcher

This study focuses on finding learning strategies in practicing English speaking that are used by fluent speakers and how they implement them. If future researchers are interested in researching the same topic, the researcher suggests that other researchers can research other strategies in practicing English speaking. In addition to adding new insights and academic information for future research related to indirect learning strategies in learning speaking skills, other researchers can explore different focuses related to learning strategies with different specific skills which have not been done by previous researchers. This study uses fluent speakers as the participants, while other researchers can explore other groups of participants according to the research objectives.



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