

Here is an example of guessing based on partial knowledge of the target language. When a learner recognizes the words shovel, grass, mower, and lawn in a conversation, it could be understood that it is about gardening.

Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies. Below are the indirect strategies:

a. Metacognitive strategy

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary rules, and writing system confuse the learner, these strategies become vital for successful language learning.

Three sets of strategies belong to this group and they are: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress. Research has found that compared to cognitive strategies metacognitive strategies are used less consistently by the learners.

Here is an example of arranging and planning learning. For a learner who wants to listen to the news in the target language can plan the task by first determining what topics might be covered in the program. Most news programs have segments of politics and economics. The learner can look up the words related to the topics before listening to the news. This would better prepare the learner.

b. Affective strategy

The affective factors like emotion, attitude, motivation, and values influence learning in an important way. Three sets of strategies are included in this group: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature.

Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

Anxiety could be both helpful and harmful. It is felt that a certain amount of anxiety is helpful for learners because it helps them obtain their optimum level of performance. Too much anxiety has the opposite effect where it hinders language learning. Anxiety often takes forms of worry, frustration, insecurity, fear, and self-doubt. A common high anxiety creating situation for learners is to perform before the peers and teacher when they are not prepared.

Here is an example of how learners try to lower the anxiety. Some listen to their favorite music for a few minutes before practicing the target language. This strategy belongs to motivation and emotion control strategy.

c. Social Strategy

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and Empathizing with Others.

Among the three, asking questions is the most helpful and comes closest to understanding the meaning. It also helps in conversation by generating response from the partner and shows interest and involvement.

Cooperation with others eliminates competition and in its place brings group spirit. Studies show that cooperative learning results in higher self-esteem,

increased confidence, and rapid achievement. Learners do not naturally apply cooperative strategies because of strong emphasis put on competition by educational institutions. Sometimes competition brings a strong wish to perform better than others, but it often results in anxiety and fear of failure. It is important to help learners change their attitudes from confrontation and competition to cooperation.

Empathy is very important in communication. Empathy means to put oneself in someone else's situation to understand that person's point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others.

Learners can apply the strategy of cooperating with others by doing something together in the language they are learning. Daily telephone conversation with a friend in the target language is an example to practice listening and speaking skills. This strategy belongs to environmental control strategies.

From strategies in improving speaking, indirect strategies are strategies which also use to improve students' self-efficacy in speaking

B. Previous Study

A research related the students' self-efficacy already done by Jamileh Rahemi, entitled *Self-Efficacy in English and Iranian Senior High School Students Majoring in Humanities*. The purpose of this study was to investigate the humanities students' English self-efficacy beliefs and examined the contributions they make to their EFL achievements. The researcher used qualitative and quantitative research as the research design to analyze the data. In the end the researcher found out that the students have low self-efficacy and it gives impact on their academic achievement. Thus, the researcher suggested that the teacher should shaping the students' self-efficacy of their academic ability.²⁴

²⁴ Jamileh Rahemi, "Self-Efficacy in English and Iranian Senior High School Students Majoring in Humanities". *Novitas Royal Research on Youth and Language*. Vol 1(2)

Another research has been conducted by Gulden Genc, Emine Kulusakli, and Savas Aydin with their research entitled *Exploring EFL Learners' Perceived Self-Efficacy and Beliefs on English Language Learning*. The researchers were intended to seek highlight the relationship between Turkish EFL learners' belief about language learning and their sense of self-efficacy. The researchers used quantitative research to analyze their finding. The researchers found that the students have medium scores in their English self-efficacy and hold the strong belief that motivation factors have a great role on their learning process.²⁵

Another research about this concern was conducted by Laura F. Blumenthal entitled *Self-Efficacy in Low-Level English Language Learners*. This study was to investigate a social-psychological perspective on language acquisition that focused on the role of self-efficacy in learning and applied this perspective to understudied learners. This study was only investigated four students and the research design was using qualitative. The result of this study showed that by having self-efficacy, the students may interact with the native speaker, even they have limit knowledge of foreign language.²⁶

Another research about this concern was conducted by I'anatul Avifah entitled *Teachers' Self-Efficacy in Managing Classroom Behavior Problems: A Study of Beginning Teachers at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014*. This study was to investigate the teacher's belief in managing the classroom and identifying the classroom behavior problems among adult learners. This study was investigated adult learners in IEP program at Sharia and Law faculty and five classes who have beginning teachers. The research design was using qualitative. The result of this study showed that there are 9 problems which occur during the learning process; talking with other friend, playing cellphone, wearing improper attire, sitting

²⁵ Gulden Genc – Emine Kulusakli – Savas Aydin, “Exploring EFL Learners’ Perceived Sel Efficacy Beliefs on English Language Learning”. *Australian Journal of Teacher Education*. Vol 41. Issue 2. Article 4

²⁶ Laura F. Blumenthal, “Self-Efficacy in Low-Level English Language Learners”. Portland State University, 2014.

with improper manner, ignoring or ordering the instruction, repeatedly using first language, coming late, being absent, and cheating. In managing classroom misbehavior, the teachers' self-efficacy of beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya is 62% high. Nevertheless, they are still low in setting goal, innovating creative problem solving, and visualizing success of managing classroom behavior problems.²⁷

All those previous studies examined the students' self-efficacy in English which is too broad since English has four skills. Yet they did not examine the self-efficacy in specific skill. Therefore, this study intended to specific skill to analyze the students' self-efficacy at public speaking program. Then, the last pervious study examined the teacher's self-efficacy in classroom management. Hence, the researcher intended to focus on students' self-efficacy.

²⁷ Panatul Avifah. Undergraduate Thesis: *“Teachers’ Self-Efficacy in Managing Classroom Behavior Problems: A Study of Beginning Teachers at Intensive English*