

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the paper. It covers the background of the study, identification of the problem, and the aims of the study. The last presents about the significance of the study.

1.1. Background of the Study

English language is not easy to learn for many Indonesian students. Some students think that learning English is difficult and complex. Someone must master the four skills in learning English. Those are speaking skill, reading skill, listening skill, and writing skill. Each of the skills has close relation. All of the skills have the difficulties but it depends on the students. Speaking is one of the language skills that are not easy skill to master for some students.

In learning English, the students have various strategies and they will apply their own strategies. According to Cohen (1998) as cited in (Pannak & Chiramanee, 2011), language learning strategies as learning process continuously selected by learners and may support students to enhance their learning. However, language learning strategies are aspects to consider because these strategies are essential for developing communicative competence that is needed in speaking (Oxford, 1990).

Language learning strategies are the ways to increase the ability especially in speaking. According to Oxford (1990), language learning strategies are classified into two main categories, direct strategies and indirect strategies which

are also subdivided into six classes. Direct strategies are divided into memory, cognitive, and compensation strategies. However, indirect strategies include metacognitive, affective, and social strategies.

Each individual has different choice to use language learning strategies. This is a way to know which language learning strategies are used by the learners who is categorized as successful learners. Some students usually interested in the lesson, they have good performance, and works hard to achieve. However, each learner has certain characteristics which contribute to successful language learning (Lightbown & Spada, 1993 as cited in Orawee & Thanyapa, 2011).

Speaking is one of the fundamental skills to be developed because the function of language is to communicate in the practice of teaching and learning English. Some students are not confident when they are speaking English. Therefore, the learners need to develop their English speaking skills, so they can effectively communicate in the language. The students also must have strategy to be successful in learning speaking.

In the Department of English Language Education Islamic University of Indonesia, the students taking Daily Communication Class have some problems in developing their speaking skill. Sometimes the learners feel anxiety, lack of motivation, lack of vocabulary, panic and lack of communication strategies when communicating in a foreign language. Mostly students are not confident when they are speaking English. The students are worried if the grammar is wrong and the pronunciation is not clear. The learners feel uncomfortable in every speaking

activity and they do not know the strategies that must they use in learning speaking. There are many factors that cause difficulties in speaking English among EFL/ESL learners. This is supports by Oxford (1990), which is stating that speaking can be, in fact, very frustrating for them. Interest has been shifting from what learners learn or the outcome for the language learning to how learners gain the language or referring to process orientation.

Based on Cabaysa & Baetiong (2010), in their research aimed to reveal factors in the environment of the students that influence the choice of strategies. This study aimed to examine the use of language learning strategies by high school students when speaking in class. The results of this research were metacognitive strategies were the most frequently strategy that used by the students in intermediate level speakers and novice level speakers.

According to Gani, Fajrina, & Hanifa (2015), stated that the learning strategies most often used by the students with low speaking performance were usually compensation and social strategies. Meanwhile, metacognitive, cognitive, affective and memory strategies were not so often used. In the other hand, students with high speaking performance had a better balance in the language learning strategies they used. It means that the students employed memory, cognitive, and compensation strategies with much the same degree of frequency. Moreover, the other strategies of metacognitive, affective, and social were used more equally.

The study of language learning strategies commonly used by the students is important so that the students may develop the least used strategies in order to improve their speaking skill. However, they have different language learning strategies in learning speaking. Considering the phenomena mentioned earlier, this present study aims to know about what strategies that used often by the students while learning speaking skill in daily communication strategies. It help the students know the strategies that they use in learning speaking which is appropriate with their characteristic. Meanwhile, sometimes gender can affect the use of learning strategies but it depends of their personality and the environment.

Students at Daily Communication Class were taken as participants to observe since learners in these classes were the first year students in English Education Department. They need to do adaptation with the learning process in University because it was different with the learning process in High School. The students also have varied English speaking proficiency level, and these classes only focus on learning speaking for daily communication. This is suitable for the purpose of the study.

1.2. Identification of the Problem

The researcher analyzes what are language learning strategies used by the students in learning speaking at Daily Communication class in English Education Department Islamic University of Indonesia (PBI UII). The problem related to students language learning strategies use in learning speaking. Speaking ability is a skill of communication and one of four productive skills that must mastered in

learning foreign language. Many students lack in choosing strategies of speaking that make them less confident in learning speaking. They are not aware that learning strategies are important aspects in learning foreign language.

Make students good, and confident in speaking are important for the lecturer but students' anxiety is one of the problems. It makes a negative effect for the learners on communicating in foreign language. Learners' anxiety has come to be recognized as an important area of the study in second language acquisition because of the negative influence, it can have on students' performance.

Any students have different ability such as knowledge which is related to speaking strategies. Students have already learned, practice and get some knowledge from the lesson either in class or additional class about speaking strategies. Most of ESL/EFL students have a same problem, they feel difficult and are not confident in speaking. Moreover, the students need to master in speaking and develop appropriate strategies in learning speaking so that they will be more confident and better in speaking.

1.3. Limitation of the Problem

This study will investigate language learning strategies that are used by the students in learning speaking at Daily Communication class in PBI UII. It includes about language learning strategies used most by the students to learn speaking skill in daily communication coursework.

1.4. Problem Formulation

Regarding the issues mentioned above, this study try to overcome the following questions.

1. What are language learning strategies used by the students in learning speaking?
2. What are the items of Language Learning Strategies used most by the students in each categories?

1.5. Objectives of the Study

Related to the issues investigated, the aims of the study are;

1. To investigate the language learning strategies used most by the learners in learning speaking at Daily Communication class in PBI UII.
2. To find out the differences between male and female students in the use of language learning strategies

1.6. Significance of the Study

The results of this research are to give contribution to students of English Language Education, English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers

1. For other researchers

This study is expected to bring benefits such as, provide information for further research regarding language learning strategies used most by the learners in learning speaking.

2. For students take Daily Communication class in PBI UII

The researcher hopes that this research will help the students to know and understand their characteristic when choosing the language learning strategies in learning speaking.

