

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is an important skill on English learning. According to Leong, Lai-Mei,¹ speaking is either one of four skills on English learning. Not only when learning English, speaking also an important skill in our daily life and also activity. Speaking becomes the most important skill because it is always used in daily conversation. That is explained as speaking is the most important skill that should be mastered among the abilities supposed to perform on a conversation. According to Harmer, speaking involves using words with a natural voice, giving words, learning and be able to communicate in a language, voicing oneself by words, and producing expression.²

Brown defines speaking as producing, acquiring, and interpreting information are both part of the collaborative method of building context while speaking.³ Furthermore, according to Bahadorfar, Maryam and Reza Omdivar, speaking is taught for a variety of reasons which are as

¹ Leong, Lai-Mei, *et al.*, “An Analysis of Factors Influencing Learners English Speaking Skill”, *International Journal of Research in English Education*, Vol. 2, No.1, (March, 2017), 34–41.

² J. Harmer, *The Practice of English Language Teaching*, 4th edition, (London: Pearson Longman, 2001), 275-276.

³ Douglas H. Brown, *Principles of Language Learning and Teaching* (New York: San Fransisco University, 2001), 7.

follows: 1. Speaking is an important component of a second language teaching and learning; 2. For certain people as a learners in a second language or a foreign language, mastering speaking skills in learning English is a top priority; 3. Our students also evaluate their language learning progress in an achievement as good as the efficacy of their English course based on their level of confidence in their ability to speak English Fluently; 4. Oral skills are rarely overlooked in today's EFL/ESL classes.⁴

Meanwhile, Mohan stated that mastering differentiated skills, such as writing and reading or speaking and reading, are the aim of a separated competence approach.⁵ With the same opinion, Oxford⁶ defines listening, speaking, writing and reading are typically separated from content learning and considered to be the foundation to successful language learning.

For most of students, mastering speaking skills is the number one priority of any important things when learning a foreign language. However, speak English is a difficult skill to acquire by students. They see speaking as the most challenging skill since it needs a

⁴ Maryam Bahadorfan and Reza Omidvar. *Technology in Teaching Speaking Skill* (India: University of Mysore, 2014), 9–13.

⁵ Eli Hinkel, *Handbook of Research in Second Language Teaching and Learning* (Taylor & Francis e-Library, 2011), 52.

⁶ J. Harmer, *The Practice of English Language Teaching, 4th edition* (London: Pearson Longman, 2001), 276.

great deal of confidence and well preparation in order to speak well in a foreign language. They should prepare and know what they will say before they speak, thus they should have a lot of thoughts in their heads on what they will say.

The researcher also found a similar problem when conducted preliminary research of the tenth-grades students at SMAN 3 Serang, Banten. The difficulties that experienced by the students are due to lack of confidence, nervous, fear of making mistakes, and fear that what they are talking about is not understood by others. This problem will certainly affect their English learning process which requires the ability to speak English.

Some previous studies also found the same problems that occur in students when learning English speaking. One of the most challenging aspects of language learning is speaking skills. There are many language learners have difficulty expressing themselves orally. They frequently have difficulty properly expressing themselves in a foreign language. They stop communicating because they are experiencing anxiety or because they are unable to find the appropriate words and expressions. Many learners experienced that even after many of studying, they are still unable to speak English correctly and clearly.

To overcome the problem that own by the students, the appropriate learning strategy is needed. Because it influences the successful level of learning, language learning strategy is an effective technique for students to overcome challenges and complete tasks. Students must have a great learning strategy in order to obtain a good speaking skills, because it may help them overcome difficulties when speaking. They can plan the best strategy for solving the problem before they practice speaking.

Learning strategy, is an approach or methodology used by the teacher to coordinate students, resources, strategies, media, facilities, and time in order to ensure that the learning process is successful. Learning strategies may also be described as sequences or patterns that a teacher employs consciously and consistently to ensure that the learning process is successful. The implementation of learning strategy will also support in the effective operation of the learning process.

Language learning strategies, especially in speaking, are reliable indications of how learners approach tasks or challenges encountered during the language learning process. To put it in other words, language learning strategies tell teachers on how their students analyze situations, prepare, and choose appropriate skills to comprehend, acquire, or remember new material offered in the language classroom. Learning

strategies are supposed to help you reach your goals or solve any problems. Learning strategies, on either hand, may be used to help students with their speaking problems.

Al- azmi stated that good language learners must not only use strategies to learn, but also evaluate, monitor, and control the strategies they use.⁷ Learning strategies need a monitoring process in order for them to continue to work, as well as an evaluation process in order to determine whether the learning process has been successful. They also require management to arise their willingness to carry out the strategies. Because learning language aims to enable the learner to communicate successfully, a good language learner must also be aware of the social aspect of learning.

According to the explanation before, the researcher is curious in finding and analyzing what the strategies that used by the students in learning English speaking and how the strategies help them during learning English speaking skill. Therefore, the researcher became curious and try to investigate, find out the problem and the good strategies with a research entitled: "Investigating Students' Strategies of English Speaking learning (A Descriptive Qualitative Study at the Tenth-Grades Students of SMAN 3 Kota Serang)."

⁷ Hidayat Al Azmi, "The Students' Language Learning Strategies in Reading and Speaking", *Al-Ta'lim Journal*, Vol. 27, No. 2 (July, 2012), 122–33.

B. Statements of the Problem

Based on the explanation on the background of the study, the researchers classified the following issues as follow:

1. What are the strategies that used by the tenth-grades students of SMAN 3, Serang while learning English speaking?
2. To what extent the strategies help students in the process of learning English speaking?

C. Objective of the Study

The objectives of the study are described below:

1. To investigate what are the strategy when learning English language speaking that used by the tenth-grades students at SMAN 3, Serang.
2. To know the extent of the strategies helped students while learning English speaking skill at the tenth-grades students of SMAN 3, Serang.

D. The Significance of the Study

This study will give great information and data related to the strategy of learning English speaking for the tenth grade students. The significance of the study are the following:

1. Theoretically

- a) The result of this study can be utilized as a starting point for further research and also as input in understanding the students' strategies in learning English speaking.
- b) The result of the study can be used as the reference for those who want to conduct a research of students' strategies in learning English speaking.

2. Practically

a) Significance for the Teacher

The researcher trusts that the outcome of this study would be valuable for teachers when knowing what an effective and most strategy that students used while learning English speaking. So, the teacher can make strides in teaching and learning specifically on speaking become more active, successful and proficient indeed and teacher can adjust their teaching strategies with students learning strategies.

b) Significance for Students

The researchers stated that by utilizing a good and appropriate strategies in the learning English speaking skill, students will be more satisfied in the speaking English process. Students would not feel constrained in learning English speaking,

but they would be more excited to learn in speaking because they are placed in a pleasant environment and have a good and appropriate learning strategy.

c) Significance for next Researcher

This study also provides a plausible explanation for future research that investigates the same issue as a result, this research will provide useful information and references for further research.

E. Scope and Limitation Of the Research

This research scope is the students' strategies in learning English speaking that include six learning strategies (Memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy). The limitation of the research is the tenth-grades students at SMAN 3 Kota Serang, Banten.

F. Previous of the Study

The researcher in this study uses five previous studies as a concern in writing this paper. Those earlier studies are:

1. Language Learning Strategies of English Education Department of Fitk (A Comparison Descriptive Study at The Forth and The Sixth

Students).⁸ This study was research by Nurliana Oktaviani Lestari 2015, student at UIN Syarif Hidayatullah, Jakarta, majoring in English Education. A qualitative method was used in this study. The questionnaire was used in this study as a main instrument which is: Strategy Inventory for Language Learning from Oxford. The SILL questionnaire is the most comprehensive tool for gathering data on language learning strategies, and it is widely used in research throughout the world. According to Ellis statement in the journal of a study of university students' language learning strategies (LLSs) in Hong Kong.⁹ The aim of this study was to know how to enhance teaching and learning quality with the variety of strategy, models, technique and approaches in English as a Foreign Language (EFL) teaching and learning.

2. Learners Strategies in Language Learning.¹⁰ This study was researched by Cristina Ungureanu and Corina Amelia Georgescu. The study's purpose is to find out which learning strategies foreign language students prefer. This research aims to motivate students by

⁸ Nurliana Oktaviani Lestari, "Language Learning Strategies Of English" (Undergraduate Paper, Degree Program, UIN Syarif Hidayatullah, Jakarta, 2015), 35.

⁹ Kevin Chi and Him Tam, "A Study on Language Learning Strategies (LLSs) of University Students in Hong Kong", *Taiwan Journal of Linguistics*, Vol. 11, No. 2 (August, 2013), 1-42.

¹⁰ Cristina Ungureanu and Corina Amelia Georgescu, "Learners' Strategies in Language Learning", *Procedia - Social and Behavioral Sciences*, Vol. 4, No. 6 (December, 2012), 5000-5004.

giving students the necessary tools, so they can improve their communicative competence in second language learning. This research was used a questionnaire to collect the data which is divided into 3 sub questions; Cognitive strategies, metacognitive and socio-affective strategies. Students like to utilize a combination of metacognitive and cognitive strategies to achieve their goals. Students like to utilize a combination of metacognitive and cognitive strategies to achieve their goals, according to the information of the data result. EFL Students demonstrate that they aren't used to cooperating with each other and asking questions. They are loners who study on their own, who are concern more about what they need to learn than who can help them.

3. Exploring students' learning strategies in speaking performance.¹¹

This study was researched by Ahmad Wael and others. The objective of this research is to find out what are the students learning strategies in the third semester of an English department at a private university in Sorong. The aim of the study is to explore at the learning strategies that students utilize when speaking in front of an audience. The researchers designed journal logs with specific

¹¹ Ahmad Wael, *et al.*, "Exploring Students Learning Strategies In Speaking Performance", *International Journal of Language Education*, Vol. 2, No. 1 (August, 2018), 65-71.

questions linked to learning strategies to determine the types of learning strategies used by English department students in learning speaking. In this study, the researchers used a qualitative design. To gather accurate data, the researchers took various steps in data collection technique. First, there's data based on documents. The second type of data is based on an interview, and the third type is based on a questionnaire. The findings of this study revealed that students in the English department's third semester commonly used memory strategies when learning speaking.

4. An Analysis of Factors Influencing Learners' English Speaking Skill.¹² This study was researched by Leong, Lai-Mei & Seyedeh Masoumeh Ahmadi and others. The aim of this study is to demonstrate the importance of focusing on the factors that influence language learners' English speaking ability. According to the findings of this research, despite having acceptable linguistic skills, learners with poor confidence, anxiety, and motivation have huge challenge with speaking skills. otherwise, students who are more motivated and less worried have an easier time speaking clearly and fluently. Teachers must also know when and how to correct their

¹² Leong, Lai Mei, *et al.*, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 2, No.1 (March, 2017), 34–41.

students' mistakes so that they do not become scared to make mistakes.

5. Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools.¹³ This study was researched by Syafriyadin. The purpose of this research is to investigate into the most frequent strategies for learning speaking, which include both direct and indirect strategies. Strategy Inventory Language Learner (SILL) with a close-ended questionnaires including 39 items were used to obtain data for this study, which were analyzed using measuring score system. The findings of this research revealed that students from both schools often used various learning strategies. For organizing and assessing their learning, students from both schools employed the same metacognitive or indirect learning strategies. Meanwhile, students from both schools were based on five medium-level learning strategies in their various learning strategies.

Additionally, it can be shown from the learning strategies analyzed that there are similarities between this research and previous research. Students' learning strategies in learning speaking, strategies in teaching

¹³ Syafriyadin, "Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools", *Vision: Journal for Language and Foreign Language Learning*, Vol. 9, No. 1 (May, 2020), 33.

speaking, in terms of speaking performance, and a number of other problems were analyzed in some of the previous studies described by the researcher. Researcher and previous researchers discussed the same problem “strategies for learning speaking.”

However, the aspect that distinguishes this research from previous research is, this research refers more to knowing what strategies do students used when learning English speaking, to what extent the strategies they have used are able to help them learn English speaking and to overcome their problem when learning or applied English speaking. After that, the researcher will conclude the most strategy used by the students to overcome the problems that occurred and experienced by the students when learning English speaking so it is possible to carry out effective teaching and learning activities.