

CHAPTER I

INTRODUCTION

A. Background of the Study

English language used by almost all of the countries. In Indonesia country, English language used in several aspects especially in school, English as the foreign language that taught in every school from the elementary to the university level. In English language learning, the learners need four skills to be mastered are; speaking, listening, reading and writing. Speaking and writing as productive skills or active skills. Harits Masduqi states that the productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills.¹

However, from the four skills above, speaking seems difficult to be mastered by learners than the other language skills. Speaking always considered the most important skill that must be mastered by learners in learning a new language. It is strengthened by Penny Ur statement that “

¹Harits Masduqi, “Integrating Receptive Skills and Productive Skills into a Reading Lessons”, Proceeding the Second International Conference on Teacher Training and Education Sebelas Maret University, Vol.2, No.1, (2016), 508.

Of all four skills (listening, speaking, reading and writing), speaking seems intuitively the most important”.²

Next, Nunan states “Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning”.³ In speaking, people will transfer their ideas or give information to others directly by oral so that the listener can get information well from the speaker. Then, speaking is the way to communicate with other people in order to deliver opinion and express idea.⁴

Nowadays, good speaking skill is crucial for everyday situations and career opportunities. It is widely used in various aspects of human living in this world such as business, education, economy, politic, etc. People can imagine how important speaking skills for them, because from the good speaking skill human being own, it will help them from the difficulties of many aspects of life.

Speaking also be defined as interactive and requires the ability to cooperate in the management of speaking turn. The frequency of using the language, it will determine the success in speaking skill, and that

²Penny Ur, *a Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), 120.

³David Nunan, *Practical English Language Teaching. First Edition*, (New York: McGrawhill, 2003), 48.

⁴Fernandes Arung, “Improving the Students’ Speaking Skill through Debate Technique”, *Journal of English Education (JEE)*, Vol.1, No.1, (March, 2016) 71.

happens because the people always practice in their daily life. On other hand, people will get difficulty to speak fluently without practice.

In speaking, there are five components to be mastered by learners such as grammar, vocabulary, comprehension, fluency, and pronunciation. From these components, the learners should be aware of language learning strategies as the needs learning speaking skills.

According to O'Malley and Chamot, "Language learning strategies may include focusing on selected aspects of new information, analyzing and monitoring information during acquisition, and organizing or elaborating on new information during encoding process, and evaluating the learning when it is completed or assuring oneself, that the learning will be successful as a way to allay anxiety".⁵

The use strategies in speaking skill in the classroom cause students have the different achievements. Achievement goals are widely recognized as important constructs understanding behavior in educational settings".⁶ It means that the choice of an appropriate language learning strategies enable the students to get good

⁵ O'Malley and Chamot, *Learning Strategies in Second Language Acquisition*. (Cambridge University Press: 1990), 43.

⁶ Marcy A, Church, Andrew J. Elliot and Shelly L.Gable, "Perceptions of Classroom Environment, Achievement Goals and Achievement Outcomes", *Journal of Educational Psychology*, Vol.93, No. 1, (2001), 43.

achievement. While an inappropriate language learning strategies enable the students to get low achievement and sometimes students is also tend to blame lecturers, conditions and teaching materials on their low achievement.

To know the real problems that happen in the classroom, the researcher conducted interview three months ago in second semester of English Education Department students of UIN Banten. An interview is basically a organized discussion where one member inquires questions, while the other gives answers and the word “interview” refers to a one on one discussion between an interviewer and interviewee. From an interview the researcher generally saw many students still find the problems of learning speaking skill; First, the students are nervous about presenting the ideas. Second, the students seem doubt and nervous to speak by English language. Third, students are afraid in grammar, pronunciation, and intonation to make mistakes. Fourth, students are afraid of be laughed by others and have no courage to express their own English skills.

From the explanation above, the researcher assumes that some of students still have the awareness of choosing what are the Direct and Indirect learning strategies frequently and infrequently used by students

and how students use it on their speaking skills and it is the focus of the research. Then, from the problems of students cause they have the different achievements and goals in their speaking learning process.

Afterwards, in conducted the research, the researcher took three previous studies of language learning strategies in speaking skill, the purposes are to guide and finishing the research are as follows:

The first titled: “Exploring Students’ Learning Strategies in Speaking Performance”. The article were written by Ahmad Wael, Muhammad Nur Ashar Asnur and Ibrahim. This article aims to explore learning strategies used by students in speaking performance. The participants were English Department students on the third semester. They consist of 12 students from a different class and this research only focused on identifying the strategies are employed by students in enhancing their speaking performance and find out the factors influence students’ learning strategies in enhancing their speaking performance. Then, to get the data the researcher used qualitative research.

Then, the second titled: “Strategies for Developing Speaking Skill Used by students of English Education Department: A case study (The University of Muhammadiyah in Surakarta)”. This journal was

written by Agung Durwanto (2014). This study was directed to investigate strategies for developing speaking skills used by students of the English department. The data gathered is the students' attitudes in learning English speaking skills, their behavior toward English speaking skills, and their habits of using the strategies in learning English especially to master speaking skills. The participants in this study already chosen three students from the third semester of the English education department. Then, to get the data, the researcher used field note and interview.

The last titled: "The Use of Indirect Strategies in Speaking: Scanning the MDAB Students". The journal was written by Norimah Mohammad Yunus and Kuldip Kaur a/p Maktiar Singh. This study is conducted to find out the use of the indirect LLS in the speaking skills and the Destini Anak Bangsa': a program for poor Bumiputra students to gain entrance into pre-diploma cotces at UiTM (Mengubah Desitini Anak Bangsa) students to find out their use of the indirect LLS in their ESL speaking skills. Besides, an observation and interview session was conducted. The finding indicate that the use of the social strategies is higher and more significant compared to the metacognitive and affective strategies.

From these previous study above, the researcher reason have already chosen this research tittle and get it done because the researcher assumes that if some of students have an awareness in themselves and have found an appropriate strategies by their passion cause the students language learning process can more organized, planned, monitored and evaluated their learning in speaking skill in the classroom and vice versa. So that, the researcher interested to conducting the research entitled: “DIRECT AND INDIRECT LEARNING STRATEGIES ON STUDENTS’ SPEAKING SKILL” (A Case Study Research at 2nd Semester Students of UIN Banten)

B. Research Questions

Based on the background of study, the researcher intends to formulate research questions are as follows:

1. What are the Direct and Indirect Learning Strategies frequently and infrequently used by students in speaking skill?
2. How they use Direct and Indirect Learning Strategies in speaking skill?

C. Objectives of the Study

1. To identify the frequently and infrequently Direct and Indirect learning strategies used by students in speaking skill.
2. To explain how they use Direct and Indirect learning strategies in speaking skill.

D. Significance of the Study

This study expected to give more contribution to students' ability in speaking skills. The information expected to help students or lecturers to understand more the different of Direct and Indirect learning strategies experienced by students when they speak English. This study also expected to help students find out the appropriate Direct and Indirect learning strategies with their passion. Through this study also, hopefully the students get an effective learning in speaking after knew the Direct and Indirect learning strategies.

E. Organization of Writing

In this research, the researcher uses the organization of writing that consist of five chapter as follows:

Chapter I Introduction

In this chapter the researcher tell about problem comprises Background of the Study, Research Questions, Objectives of the Study, Significance of the Study and Organization of Writing.

Chapter II Literature Review

This chapter consists of related theories as the basis of investigating the research of problems. Those are the Conceptualization of Speaking consist (Nature of Speaking, Functions of Speaking, Factors of Speaking, Components of Speaking), Language Learning Strategies, Classification of Direct and Indirect Learning Strategies.

Chapter III Methodology of the Research

This chapter discusses the methodology used in conducting the research. It clarifies how the research will conduct. It covers Research Design, Place and Time of Research, Population and Sample, The Technique of Data Collection and The Technique of Data Analysis.

Chapter IV Research Finding and Discussion

In this chapter explain about the finding and discussion. It shows the finding on the data collection and analyze as well as the discussion related to the theoretical framework.

Chapter V Conclusion and Suggestion

This chapter consists of the research conclusion and suggestion on the topic of research based on the research finding.