CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes a second language when it is learned by Indonesian. According to Ellis (2000: 3) in Fauziati (2009: 75) "second language acquisition is the way in which people learn a language other than their mother tongue, inside or outside of a classroom; and second language acquisition is the study of this". Most of Indonesian learn English inside a classroom. It can be seen from the number of education instituts which prefer to put English into their subject than learn their mother tongue.

According to Bailey and Savage (1994: vii) in Fauziati (2010: 15) "speaking in a second or foreign language has often been viewed as the most demanding of the four skills". It can be infered from the quotation that speaking is the most important skill than other skills because it can measure how well someone's ability in acquiring second language. Celce Murcia (2002: 103) in Fauziati (2010: 17) stated that "speaking is an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners". It can be implied that learners who learn English as the second language are difficult to integrate some factors in their speaking. Learner feels a second language is a hard task when they are not able to relates it with their speaking ability.

The goals of second language acquisition are to describe how second language acquisition proceeds and to explain this process. Some students are better in their second language than other. When students make an error in their speaking they can correct it directly or indirectly based on the ability of the student. One way to make a correction is corelating to each other which has been a strategy for students to increase their speaking ability. Students need a strategy when they want to get a better second language acquisition. Strategy is an important part for learners to achieve a task. This strategy is useful for learner when it is suitable with the learner's task and fifts with the learner's learning style. Language learning strategy will be useful when it relates to another relevant strategy. One of the strategies used by students in their learning is social/affective learning strategy. Social/affective learning strategy includes many aspects which student should pay attention on it. Social/affective learning strategy used by learners becomes a specific behaviors or thought processes that they use to increase their own second language learning. This behaviors will become a habit that can lead learners to achive their second language better than before.

The first reason the researcher conducts this research is because a person will succeed to communicate with other when they can use both their affective and cognitive strategies. Fauziati (2009: 96) states that "an individual will fail to communicate when he falsely assumet other person's affective and cognitive states". It is implied that a person should be beyond their ego in order to connect or transfer and receive message clearly to

another. By that reason the researcher is interested in observing the more social/affective learning strategies used by students in speaking II class.

The second reason which leads the researcher to do research in social/affective learning strategy is that the problem found by students of English Department when they are speaking. Social problems among English Department student of Muhammadiyah University of Surakarta are the lack vocabulary of the target language, misunderstanding of teacher's explanation when using the target language, the different structure between Indonesian and English language. Teachers's explanation which makes an understanding for students also gives impacts for students's score. There is a difference score between a student who has a good English and a poor English in speaking to understand teacher's explanation. Student who has a good English mostly understand with teacher's explanation although it used the target language and their score is higher than a student who has a poor in Eglish ability. Based on those problems the researcher wants to contribute for the improvement of students' speaking ability in English Department of UMS by conducting social/affective learning strategies.

There are many researches related to learning strategies. Nevertheless, they are not concerned with varieties types of social/affective learning strategies. By applying the various types of social/affective learning strategies students can improve their speaking ability. Besides, knowing the various types of social/affective learning strategies used by students is useful

reference for them in speaking development. Concerning with the description, the researcher decided to conduct a research on social learning strategies in English Department UMS entitled: *Social/Affective Learning Strategies Used by English Department Students of UMS in Developing English Speaking Skill.*

B. Limitation of the Study

The research paper covers only on the social/affective learning strategies in improving speaking used by English department students especially learning strategies in improving component of speaking especially vocabulary, pronunciation, fluency, accuracy proposed by Oxford. The subject of the study is limited to an English Department students of Muhammadiyah University of Surakarta in the second semester who is divided into:

1. Subject 1 (S1) is representing student who has a good ability in Speaking skill.

   The score of class assessment is 3,5-4,0.

2. Subject 2 (S2) is representing student who has a middle ability in Speaking skill.

   The score of class assessment is 3,0-3,4.

3. Subject 3 (S3) is representing student who has a poor ability in Speaking skill.

   The score of class assessment is 2,5-2,9.

C. Problem Statement

The problem of this research paper is related to the social/affective strategies used by student of English departement UMS, the problem that arise is as follows:

1. What are the types of social/affective strategies used by students in speaking II class? This general question is specified into following subsidiary questions.

    a. What are the types of social/affective strategies used by students in speaking II class to develop their vocabulary mastery?

    b. What are the types of social/affective strategies used by students in speaking II class to improve their pronunciation?

    c. What are the types of social/affective strategies used by students in speaking II class to improve their fluency?

    d. What are the types of social/affective strategies used by students in speaking II class to improve their accuracy?

2. What are the dominant types of social/affective learning strategies to develop their speaking?

D. Objective of the Study

The researcher has a main purpose in conducting this research paper. The purpose of this research paper is to describe the types of social/affective learning strategies used by students of English Departement *UMS* in speaking II class. Based on the problem statement above the specific objectives of the research are

1. to describe social/affective learning strategies used to:

    a. develop their vocabulary

    b. improve their pronunciation

    c. improve their accuracy

    d. improve their fluency

2. to describe the dominant types of social/affective learning strategy in develop speaking ability of student in UMS.

E. Benefit of the Study

The benefit of this study consists of two main benefits, they are:

1. Theoretical Benefit

The result of this research may enrich the study of learning strategy and give more socialization about social/affective learning strategies which is used by students.

2. Practical Benefit

a. For the Teacher

The researcher gives information and explanation social/affective learning strategies used by students, so teacher can choose the appropriate method related to the difference of student's learning style.

b. For the Student

This research shows the varieties of social/affective learning strategies used by them; therefore it shows what kind of social/affective learning strategies are suggested to be implemented in a conversation in order to improve their speaking.

F. Research Paper Organization

The researcher organizes this paper into five chapters and each chapter divided into further division. In brief the research paper organization can be arranged as follows:

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents a review related literature. It is basic technique that is closely related to the topic. It relatess to previous study, underlying theory which breaking down into speaking skill, notion of speaking, communication process, effective speaking, the component of speaking, learning strategies, notion of learning, notion of strategy, notion of social/affective learning strategies, and taxonomy of social/affective learning strategies.

Chapter III discusses the research method. It presents type of the research, subject and object of the research, data and data source, method of collecting data, and method of analyzing data.

Chapter IV consists of research finding and discussion. The research finding elaborates the types of social/affective learning strategies used by students and the dominant types of social/affective learning strategy in develop speaking ability of student in UMS.

Chapter V is the last chapter. It deals with conclusion and suggestion.