

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. That means many countries use English to communicate in their life or to establish communication with other countries. In Indonesia, people should be able to communicate in English. English is an important language that should be mastered by everyone. So, the government decides to give English lessons from the elementary school and even kindergarten in order to introduce it early.

In learning English, people need a strategy in order to master it well. Everyone has a different style to acquire the four language skills, namely: listening, speaking, reading and writing. Each aspect might be studied with different strategy. At this research, the writer focuses on learning strategies to master speaking skill.

Speaking, one of the language skills of the language skill is not an easy skill to master. To avoid the difficulties, everyone should know what learning strategies are suitable to master the skill. Cohen (1998: 4) defines learning strategies as learning process which are consciously selected by the learner. Specifically for speaking, the strategies that can be used for example before speaking strategies include lowering anxiety (e.g.

relaxation techniques and positive self talk), preparing and planning (e.g. identifying the goal and purpose of the task, activating background knowledge, predicting what is going to happen and planning possible responses) (Cohen, 1998: 18-19).

Every person has a learning strategy. Learning strategies are the way conducted by the learner to gain, increase the learning consciously in order to make it easy to understand. It refers to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies. Learning strategies in speaking skill are different with other learning strategies. Speaking of learning strategies such as questions for clarification, recording you, form a group of people to practice model speaking English, sing, act and imagine.

Many schools have students who are good at speaking English, such as SMK Sahid Surakarta. In this school there are some students who are classified as good or proficient in speaking English. SMK Sahid Surakarta is located in the city of Surakarta, Central Java Province. Sahid Jaya stems from the Foundation which was established on July 8, 1977 by Prof.. DR. KP.H. Sukamdani Sahid Gitosardjono and Mrs. K.R.Ay.Tmg. Hj. Juliah Sukamdani, aims to improve welfare, Education and Social Affairs. Sahid Jaya Foundation since it was founded, until now, in the field of education has had four institutions of higher education, secondary education institutions 4, 2 and 1 education profession Modern Boarding School Sahid (Sahid Modern Islamic Boarding School) at Mount incense

Bogor, on par Aliyah (Islamic school) and junior high schools (junior Islam).

Mr. and Mrs. Sukamdani began to develop the business and economic activities based on the philosophy and understanding of the Socio-cultural understanding of the Nation. Future generations will undoubtedly need to know the values of historical, philosophical, economical and socio-cultural. Sahid Group with a history of its development needs to put a picture of historical progress of its business areas, with creativities based on the philosophy and vision that according to the national culture.

In Surakarta Sahid SMK there are four departments of the hotel, guide, cookery and fashion. In all four majors, the English subjects into one of the subjects that are emphasized to the students because each department in Surakarta Sahid SMK will be highly related to later relationships outside the country. In SMK Sahid, there is something different from other schools in teaching English, the students here are much emphasized in speaking English. There are separate hours devoted to practice speaking students to use English in their majors will be given very frequent contact with foreigners.

Realizing the phenomena especially in terms of English speaking and learning strategies in students of SMK Sahid Surakarta, the researcher is interested in observing her learning strategies to master English

speaking skill. By so doing, she gives the title of her research *Learning Strategies in Mastering Speaking Skill By The Students of SMK Sahid Surakarta (A Case Study)*.

B. Problem of the Study

Based on the background above, the problem of research focuses on: “What learning strategies are used by the students of SMK Sahid Surakarta to master English speaking skill?”

C. Limitation of the Study

In this research, the researcher is going to analyze learning strategies used by the students of SMK Sahid Surakarta to master English speaking skill based on the classification of learning strategies proposed by O’Malley and Chamot. They are categorized into three, depending on the level or type of processing involved. They are metacognitive, cognitive and social/ affective strategies (O’Malley and Chamot, 1990: 44-45).

D. Objective of the Study

The object of the research is to describe the learning strategies used by the students of SMK Sahid Surakarta in mastering English speaking skill.

E. Benefit of the Study

1. Theoretical Benefit

- a. The result of the research paper can be used as input in English teaching learning process especially in teaching learning speaking skill.
- b. The result of the research can be used as the referent for those who want to conduct a research in the teaching learning speaking.

2. Practical Benefit

- a. The research will be used for the readers, it is expected that they will get knowledge of learning strategies in speaking English.
- b. The finding of the research may be useful for the students who learn English, especially learn in speaking English.
- c. It also can give consideration for teachers who teach English in improving the speaking skill of student.

F. Research Paper Organization

The organization of research paper is given in order to make the reader understand the content of the paper, as follows:

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

Chapter II is the underlying theory. It contains review of previous study and finds some related studied which deal with notion of language

learning, notion of strategy, notion of learning strategy, and the last is classification of learning strategies.

Chapter III is the research method. In this chapter the researcher present research design, data and data source, object of the study and data analysis.

Chapter IV is analysis and discussion. In this chapter the researcher shows the implementations of learning strategies used by student of SMK Sahid Surakarta in mastering speaking skill. At this occasion, she also will discuss the finding of the research.

Chapter V is conclusion and suggestion. In this chapter the researcher will draw conclusion and propose the suggestion taken from the result of the research.