

CHAPTER I INTRODUCTION

A. Background of the Study

English as an International language gives many advantages for people. It can be used when people face a challenge in various fields, used for keeping up with the developing of modern technology and science of various countries. As an international language, English has gained its popularity all over the world, including Indonesia. English become a compulsory subject in Indonesia especially in junior and senior high school. Based on Ministry of Education and Culture, No 060/U/1993 states that English maybe given to Elementary school students as a local content. It means that elementary school may be given English subject when the elementary school has facilities such as English teacher and media.

The goal of English subject in curriculum is to make learners able to perform and understand English in functional and epistemic. The curriculum contents standard competencies which should be achieved by students. The competencies are speaking, reading, listening and writing skill. The curriculum also arranges the allocation time in every skill so it will help teacher to make a good lesson plan in every meeting.

The curriculum has good standard competencies and arrangement in dividing every skills but that regulation has opposite condition with the real situation. In curriculum regulation there are four skills that should be achieved by students they are speaking, writing, listening and reading. However, at last in the final examination the questions it is just about reading and listening skill. For example in senior high school, there are 50 questions for final and national examination test 15 questions for listening and 35 questions for reading. That condition makes teachers face dilemma, one side they should teach all of skill but at last in the final examination the questions focus on reading and listening. The teachers have question in their mind, is teaching speaking important?

In the past, speaking skills were not considered as a central skill in foreign language pedagogy. However, the theory of communicative competence (Hymes, 1972) becomes a pioneer of the development of oral skills. The practices of speaking become central of foreign language classroom. As a result, the teaching of speaking skill should be figured as a central in foreign language teaching. According to Bailey and Savage (1994: vii) in Fauzati (2010: 15) speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. So, the teaching of speaking skill should be figured as central in foreign language education.

Ellis (2004: 4) in (Fauziati, 2009: 77) states that there are many factors that influence Second Language Acquisition (SLA), they are internal and external factors. The external factors are the social milieu and the input. The internal factors are age, aptitude, motivation and attitude, personality, cognitive style, hemisphere specialization, and learning strategies. In this research the researcher focuses on learning strategy uses by good oral competent students.

The literature on learning strategies in second language acquisition emerged from a concern for identifying the characteristics of effective learners. Research efforts concentrating on the "good language learner" (Naiman et al. 1978; Rubin 1975; O'Malley.1990; Oxford.1990) had identified strategies reported by students or observed in language learning situations that appear to contribute to learning. According to O'Malley and Chamot (1990: 43) learning strategies have been defined as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. So, learning strategy is the effort used by the students to achieve their goal in Foreign Language.

The success of learners in achieving their goal in learning foreign language it is also influenced by the teacher. Teachers are obliged not only to be knowledgeable of the teaching topics, but they are also to be skillful in the language and in transferring their knowledge to the students. In

addition, teachers have to be creative and innovative in preparing the teaching materials and make authentic assessment for their students so the students will have real experiences in teaching and learning process. Moreover, the teachers should have understanding about their students because every student has different knowledge, capacity and capability.

This research is conducted in Islamic Senior High School (MAN) Karanggede. MAN Karanggede located in village about 50 Kilometers from Boyolali Regency. There are two English teachers in this school they are teacher 1, and teacher 2. They graduated from English Department. The teachers participated in English teacher community to develop their skill. The members of English teacher community are all of English teachers from Islamic Senior High School in Boyolali regency whose members are about 20 teachers. In this community the teachers discuss about how to improve the curricula, syllabi, lesson plan, materials, and class activities that will help learners understand the materials easier.

The English teaching in Islamic Senior High School of Karanggede is appropriate with the regulation from the Ministry of Education. The teacher teaches all of skills that should be mastered by the students. The teachers use interesting media to help learners easier to understand the material especially in speaking skill. The teaching speaking skill in Islamic Senior High School of Karanggede uses some media, sometimes the teacher uses picture, video or music to catch the students' attention. After the teacher present the media the students should make discussion or present their opinion about the theme individually or in a group. The successful learners do not only depend on students and teacher, moreover the regulation from school also influences the successfulness.

From the consideration above, MAN Karanggede have some activities and regulation to push students who are interested in English. It is because the school aware that English as a foreign language in Indonesia, so the students need extraordinary effort in order to develop their skill especially in speaking skill. The students have limitation to

develop their speaking skill because they do not have a partner to speak English. With the regulation and some activities the school hopes it will help students easier to develop their skill. This school has Wifi or Hotspot area so the students can access internet from anywhere when they at school.

The other regulation is English students Club, the students who have high motivation in learning English can join in this extracurricular. In English study club the students are able to practice their speaking with their friend and have extra attention from their teacher. The school also participates and cooperates with some universities to develop their students' competencies in learning English. If the universities or other organization hold speech contest or debate competition the school always send the students to join in that competition and give some tutorial before the contest held.

The subject of the research is the eleventh grade students of MAN Karanggede. There are four classes in the eleventh grade, one science class, two social classes and one region class. However, the researcher chooses one class as subject of the research that is science class. Based on observation on first December 2015 and students score, there are two students who have good oral competence they are student 1 and student 2. Moreover, the student 1 ever becomes first winner in speaking contest at regency level. There are thirty one students in this class, the motivation in learning English are in average level especially in speaking skill. Students have opinion that English is a difficult subject. However, there are two students who have good oral competence they are able to speak English fluently and clearly.

Based on the explanation above, the researcher decides to make a research entitled Learning Strategies to Develop Speaking Skill: A Case Study of Good Oral Competent Students of Madrasah Aliyah Negeri Karanggede. The thing that make researcher interest to do the research is most of students in MAN Karanggede have opinion that English is

difficult and not interesting subject but there are two students who have good achievement in learning English.

B. Limitation of the Study

In this research the researcher focuses on the eleventh grade students of Islamic Senior High School of Karanggede. The researcher analyzes what learning strategies used by high achievers students in developing speaking skill. Based on the observation and the criteria of good language learners there are two students who have high achievement. Their speaking ability is better than the other students. The students are student 1 and student 2.

C. Research Questions

Based on the background, the researcher emphasizes the research on learning strategies used by two students who have good oral competence. The researcher formulates the research questions or focus of the study as follows:

1. What are the learning strategies used by students having good oral proficiency?
2. What factors contribute to the choice of learning strategies used by good oral competence students of MAN Karanggede?
3. What are the dominant strategies used by good oral competent students of MAN Karanggede?
4. What are the similarities and the differences of learning strategies used by good oral competent students of MAN Karanggede?

D. Objective of the Study

1. To identify learning strategies used by good oral competent students of MAN Karanggede.

2. To analyze factors that contributes to the choice of learning strategies used by good oral competent students of MAN Karanggede.
3. To identify the dominant strategies used by good oral competent students of MAN Karanggede.
4. To identify the similarities and the differences of learning strategies used by good oral competent students of MAN Karanggede.

E. Benefits of the Study

In this research, the researcher has two benefit studies they are theoretical and practical benefit.

1. Theoretical Benefit

Theoretically, this research will give contribution to develop language learning strategies used by students and also give new information about language learning strategies research.

2. Practical Benefit

a. For students

From this research the students are able to know about how learning strategies influence their achievement especially in speaking skills. So, they can change or revise their learning strategies in order to achieve their goals.

b. For the teacher

The results of this research will help the teacher to develop the speaking skill because the teacher knows about the learning strategies used by high achiever in his class. It becomes consideration to choose the media and how to treat his students in speaking class.

c. For the next researcher

This research will become references for the next researcher.

F. Research Paper Organization

The research consists of five chapters. Chapter 1 consists of an introduction to the study, including the background of the study, limitation of the study, problems statement, objective of the study, benefit of the study. Chapter 2 is a review of the literature that supports the study, including previous study, Theoretical review and Theoretical Framework. Chapter 3: is the Research Method. Including Research Type, Research Object, Research Subject, Data and Data Source, Technique of Collecting Data, Data Validity and Technique of Analyzing Data. Chapter 4 is the Finding and Discussion from the data analyzing about language learning strategies. Chapter 5 is the last part of the thesis by giving Conclusion and Suggestion.