

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. Therefore English is said to be the most widely used as an international language (Alwasilah, 1997:118). English has four skills to be mastered, namely listening, reading, writing, and speaking. Speaking is key of communication, which has become a more important skill for students. Learning English is important in many fields. That is why all people need to learn English to communicate with other people in the world. Studying English is not easy for many Indonesian students because English is a second language.

English is learned by English Department students and non-English Department students, to support learning and teaching process. It is taught in university and private university, such as Muhammadiyah University of Surakarta.

English Department students and non-English Department students both learn four skills : listening, speaking, writing and reading. However, English Department and non-English Department get different credit semester; non-English Department students gain four credit semester, they learn English two semester for two subjects while English Department students learn four skills from one semester until fourth semester.

English Department students learn four skills which one divided into some courses. For example, Speaking skill consists of four courses; Speaking I, Speaking II, Speaking III and Speaking IV in four semesters. In English Department, there are four competencies to develop speaking skill. The objective of Speaking I is the student can talk daily conversation based on social rules for language use, The objective of Speaking II is the students can use expression related to the everyday life situations. The objective of Speaking III is students can express

argumentation. and the objective of Speaking IV is the students can talk in Academic presentation. Different from English Department students, Non-English Department students learn four skills which are integrated, in two semesters.

Another for English Department students to improve speaking English outside of the class room are joining SEGA and English Contest. SEGA (Saturday English Gathering) is a program that must be followed by English Department students from first until fourth semester. On the other hand in non English Department, Students follow ETP (English Tutorial Program), a program from LPIDB (Language and Culture Center), Which focuses on developing speaking skill.

According to Bailey and Savage (in Fauziati, 2010: 15), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. Speaking as basic skills is not an easy skill to master. Students need more practice. Students must have their own strategy to learn English, speaking need strategy to develop. Cohen (1998: 18-19) states that there are many strategies that can be used by students to improve speaking, for example before-speaking strategies including lowering anxiety (e.g. Relaxation techniques and positive self-talks), preparing and planning (identifying the goal and purpose of the task, activating background knowledge, predicting what is going to happen and planning possible responses).

O’Malley and Chamot (1990: 89-90) state that: “focusing on selected aspects of new information, analyzing, and monitoring information during the encoding process, evaluating, the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety.” Thus, the strategies have to be learned in exactly the same way.

Based on the background, the researcher is interested in comparing learning strategies used by the students of English Department and non-English Department of UMS to develop speaking skill. By conducting research entitled “The comparative study on learning strategies to develop speaking skills by English Department students and non-English Department students of UMS”.

B. Problem Statement

The main problems of this research are as follows:

1. What strategies are used by English Department students of UMS to develop speaking skills?
2. What strategies are used by non-English Department students of UMS to develop speaking skills?
3. What are similarities / differences of the learning strategies used by English Department students and non-English Department students of UMS in developing speaking skills?

C. Objective of the Study

In relation to the problem statement in this research, the objectives of this research are to describe :

1. The strategies applied by English Department students of UMS to develop speaking skills.
2. The strategies applied by non-English Department students of UMS to develop speaking skills.
3. The similarities and differences of the learning strategies used by English Department students and non-English Department students of UMS in developing speaking skills.

D. Limitation / Scope of Study

Based on the background of the study, the researcher limited the study only in comparative study on learning strategies used by four English Department student and four Non-English Department student of UMS to developing speaking skills. The subject of study is only English Department students and non-English Department students of UMS.

E. Significance of the Study

The results of the research are expected to contribute to both the theories and practices for :

1. Theoretical Significance
 - a. The result of research can give contributions for educational environment.
 - b. The result of the research can be used as the reference for other researcher.
2. Practical Significance
 - a. The result of this research will give information and description about the student's ability in speaking skills.
 - b. The result of this research will be useful for English Department and non-English Department in developing speaking skills.

F. Research Paper Organization

Research paper organization is making easier the reader to know the content, Research paper is divided into 5 chapter, as follows:

Chapter I is Introduction that consists background of the study, problem statement, objectives of the study, limitation/scope of study, significance of the study and research paper organization.

Chapter II is review of related literature; it contains reviews of previous study, the notion of learning strategies, type of learning strategies, notion of speaking skills.

Chapter III is research method. It consists of type of research, subject of the research, object of the study, data & data source, method of collecting data and technique of analyzing data.

Chapter IV is result of the study. In this chapter the researcher shows research finding and discussion about comparative study on learning strategies to develop speaking skills by English Department students and non-English Department students of UMS.

Chapter V is conclusion and suggestion, in this chapter researcher draw conclusion taken from the result of the study.