

# CHAPTER I

## INTRODUCTION

This chapter presents an introduction that consists of the background of the study, problem statement, objective of the study, and benefits of the study.

### A. Background of the Study

English is a foreign language in Indonesia. There are four basic skills in learning English which are writing, listening, reading, and speaking. Speaking is a language skill that is used as a more effective means of communication and plays an important role in life. Through speaking, we can convey messages by expressing our thoughts, ideas, and feelings to someone directly. Bailey and Savage (in Fauziati, 2017) state that speaking in a second or foreign language has often been viewed as the most demanding and central in foreign language pedagogy. It is in line with Nunan (1991) "For most people mastering speaking skill is the most crucial aspect of learning a foreign language and the success is measured in terms of the ability to carry on a conversation in that language".

Seeing the importance of speaking skills in a foreign language, English learners should be able to speak well. They have to know how to use that language. However, in reality, speaking skill is not an easy skill to be mastered by some learners. Regarding this, Lazaraton in Celce-Murcia (2002) states that speaking is an activity that requires the integration of many subsystems and all these factors combine to make speaking in a foreign language a difficult task and challenging for foreign language learners. She mentions four factors to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that learners who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. Secondly, slang and idioms are often used in speech without facility in using these ubiquitous features of spoken language learners are apt to sound bookish. Thirdly, learners also must acquire the stress, rhythm, and intonation of English which are a complicated task for many. Finally, the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. It means that there are various demands simultaneously for oral communication. For these reasons, it can be seen that speaking a foreign language is not an easy

task for language learners. They need more than just knowing the rules of grammar and semantics, but also must always practice their skills to achieve success in speaking skill.

In order to achieve success in speaking skill, learners need appropriate strategies to facilitate their learning process. The understanding strategy used in learning speaking is important in arranging a plan and preparation for learning to speak outside. Strategy is an individual approach that aims to assist in completing a task. According to Chamot (2005), strategies are quite broadly defined as procedures that facilitate learning tasks, they are most often conscious and goal-driven. Furthermore, Ortega (2009: 208) defines learning strategies as “conscious mental and behavioral procedures that individuals engage in with the aim of gaining control over their learning process”. Meanwhile, Oxford (2011:12) states self-regulated L2 learning strategies as “deliberate goal-directed attempts to manage and control efforts to learn the L2. These strategies are broad, teachable actions that learners choose from among alternatives and employ for L2 learning purposes”. She adds that strategies play a considerable part in language learning and they are responsible for the progress and development of learners’ language skills. It means that learning strategies can impact the learners' learning outcomes.

Several studies have been conducted related to language learning strategies in order to develop students’ speaking skill. Trialoka (2017) and Kurniawan (2019) investigated the language learning strategies used by the students of English Education Study Program in learning speaking skill based on classifications from O’Malley and Chamot (1990) Taxonomy. The result of the research found that Socio-affective strategies was the appropriate strategies in developing speaking skill. Kehing & Yunus (2021), Purwanti (2021), and Segaran (2021) investigated the language learning strategies in speaking skill based on classifications from Oxford Taxonomy. However, they did not explore further the factors contribute to determining of using the appropriate strategies. In comparison, Hikmah & Kuswardani (2021), Virgonita (2021), and Wael (2021) conducted further studies related to the use of learning strategies based on Oxford Taxonomy and factors that contribute to determining the frequency of using selected strategies by the students.

Based on those previous studies, the current research focused on the type of language learning strategy, the realization of the language learning strategy, and factors that contribute to the choice of learning strategies. The design of this research was case study research. The subjects of the research were the students in the International class of UMS. Muhammadiyah

University of Surakarta (UMS) is one of the Islamic campuses in Indonesia. This campus does not only provide classes for regular programs but also international classes. Lectures in the UMS international class are conducted using the English language. The students must be required to master English in a qualified manner in order to achieve optimal learning. The researcher selected the subject by purposive sampling. They were good language learners who often gained the best scores on tests of speaking skill in the International class of UMS. The researcher used expert judgment and member checking covering open-ended questionnaires to collect the data. In analyzing the research, the researcher used Miles & Huberman (2014) which covers four steps. Those are data collection, data condensation, data display, and drawing conclusions and verification.

The researcher is fascinated to conduct research entitled "Indirect Learning Strategies Employed by the Students in the International Class of UMS to Develop Their Speaking Skill.

### **B. Problem Statement**

Based on the problem statement, the researcher formulates some research questions as follows:

- 1 What types of Indirect learning strategies are used by the students in International class to develop their speaking skill?
- 2 How is the realization of the learning strategies used in practice by the students in International class to develop their speaking skill?
- 3 What factors contribute to the choice of the learning strategies used by the students in International class to develop their speaking skill?

### **C. Objectives of the Study**

In relation to the problems discussed above, the goals of the research are as follows:

- 1) To identify the types of language learning strategies used by the students in International class to develop their speaking skills.
- 2) To elaborate the realization of learning strategies used in practice by the students in International class to develop their speaking skill?
- 3) To analyze factors that contribute to the choice of learning strategies used by the students in International class to develop their speaking skill.

### **D. Significance of the Study**

The finding of this research was expected to be useful for:

## 1. Theoretical Benefits

The results of this research are expected to contribute to the development of teaching-learning, especially in Language Learning Strategy for speaking skill.

## 2. Practical Benefits

### a) For Students

This research is expected to be valuable for the students to improve their achievement in learning English, especially in speaking skill.

### b) For teachers or lecturers

The result of this research is expected to give a real description of language learning strategy for speaking skill.

### c) For other researchers

It hopes can be used as a benchmark for other researchers in writing and analyzing the same topic of the study

## **E. Research Paper Organization**

This research paper organizes with research paper organization. It was divided into many subs to make understood. The title is Learning Strategies Employed by students in International class of UMS to develop their speaking skill.

Chapter I is Introduction. It includes background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is Literature Review. It presents underlying theory and previous studies. In underlying theory there are language learning strategies, components of speaking, process of speaking, strategies of learning speaking and factors that contributes to the choice of learning strategies.

Chapter III is research method. It includes research approach and type of study, subject and object of the study, place and time of the study, data and source data, technique and instruments of collecting the data, data validity, and technique for analyzing data.

Chapter IV is research finding and discussion. It contains research finding and discussion.

Chapter V is conclusion. It includes conclusion, implication, and suggestion.