

CHAPTER I

INTRODUCTION

This chapter presents background of the research, statement of research problem, objective of the research, significance of the research, scope and limitation and definition of key term.

A. Background of the Research

As 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. Because of the importance of English, our government makes a policy about the use of English in our education system. The standard of content for the Junior High School states that the target of English instruction in school is to enable the student to gain functional level of literacy (Depdiknas, 2006 : 277). At this particular level, students are expected to be able to communicate in both written and oral forms to overcome their daily challenges. This objective is clearly reflected in the English standard of competencies and the basic competencies.

In learning English, people need a strategy in order to master it well. Each aspect might be studied with the different strategy. 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 on to happen and planning possible responses) (Cohen, 1998: 18-19). At this research, the writer focuses on student learning strategies to master speaking skill.

Speaking practice is probably the most reliable route to true communication in developing the learners' proficiency. The students need good preparation to express their feeling and ideas in speaking and discussion. They feel that speaking is the hardest skill in English learning. That is why, they need to employ learning strategies to improve their speaking. English learning strategies are an intentional behavior and thought used by the learner during learning English to help them understand, learn and remember new information. Learning strategies are procedures undertaken by the learners in order to make their own language learning as effective as possible. According to O'malley (1990:188) good learners are aware of the learning process and themselves as learners, and seek to control their own learning through the use of appropriate learning strategy. Styles are general characteristics that differentiate one individual from another and learning strategies are the special behaviors that individual use to help them learn new information.

In learning English, the students have various strategies. They apply their own strategies to master it. The differences of the learning strategy show that there are many different levels of learning difficulties of each personal,

for example, the different of speaking proficiency. Some of the students are fluent in speaking, because they have good grammar, enough vocabulary, and good pronunciation but others are unable to speak English, because they do not have enough vocabulary and poor on grammar. Understanding speaking depends on themselves in learning speaking.

Referring to the fact above, it is believed that learning a foreign language especially English really needs serious efforts. It requires the learners to be more active in involving themselves to any kinds of English practices. Moreover, they have to be more selective and able to improve their own learning strategy to overcome the possible problems in learning English, especially in speaking. The classroom activities can model the behavior exhibited by successful language learners (Brown, 2001:210). All classroom tasks and activities will contain some implied learning strategy (Nunan, 1991:185). Therefore, their ability to choose and commit to their own learning strategy is expected to be contributive in improving their speaking performance.

Because of the reason, some institutions establish speaking program which is intended to encourage the students to use English in their daily activities in order to improve the students speaking skill. One of the institutions in Blitar that establish speaking program is Modern Islamic Boarding School of Mamba'us Sholihin 2 Blitar. This Islamic boarding school has bilingual system of language use in daily communication. They use Arabic and English in daily communication every day. Therefore, in this

case it is interesting talking about learning strategy. Hence, the students do not only learn the theory of speaking, but also they practice of speaking English directly. Some of the students were active in speaking activity, they also have good achievement in speaking. They believe that what they have done in learning would help them enhance their achievement in speaking. It means that students have different characteristics on their learning process and they learn in many different ways. The nature of learning strategies has been tried to define by some experts. Oxford (1990:1) defines learning strategies as step used by the students to improve their own language. Besides Nunan (1999:171) defines that learning strategies are the mental and communicative procedures learners use in order to learn and use language. The strategies of English learning in Islamic Boarding School are much better to improve students' skills in speaking.

In this research, we only focus in English speaking. Speaking by using English is one of Modern Islamic Boarding School characteristic. Speaking is used by the students to talk with the others and to deliver information in their daily activities. The instruction given by the teacher to use English in their speaking is done in order to give a model for them to practice and try to learn the pattern of English itself.

In this study, the researcher believes that proficiency of the students are not only determined by the teachers' performance but also, by other factors, one of them is the students' learning strategies they employ. This way demands the students to use their own learning strategies so that they are

successful in speaking. Therefore, this research entitles **“Students’ Strategies in Improving Their Speaking Proficiency at Islamic Boarding School of Mamba’us Sholihin 2 Blitar”**.

B. Statement of the Research Problem

Based on the background of the study above, the researcher formulated the question as follows :

1. What kinds of strategies are employed by the students to improving their speaking proficiency at Islamic Boarding School of Mamba’us Sholihin 2 Blitar ?
2. How are employed the strategies student contributive to improve their speaking proficiency?

C. Objectives of the Research

Based on the research question above, the purpose of this study are :

1. Describe language learning strategies are employed by students at Islamic Boarding School of Mamba’us Sholihin 2 Blitar.
2. To know the contributive of students’ learning strategies employed to improve speaking proficiency.

D. Significance of the Research

The writer hopes that the results of the study are contribution for students, teacher, and future researcher.

1. For the students

The results of the study can be used as one of references in learning English language, especially in speaking and the students get better studying supported by learning strategy.

2. For English teachers

The findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering that each student may employ different learning strategy, teachers can take students learning strategies as the basis of instruction. On the basis of the findings, it can give opportunity for teachers to support students in improving their learning strategy.

3. For the future researcher

This study can be used as reference to other researcher who wants to investigate about students' learning strategy in improving their speaking skills. Hopefully, the finding will become a reference in conducting future research about learning strategies in speaking. The future researchers can develop this study to apply to different levels of students in their effort to improve their speaking performance.

E. Limitation of the Study

In this research, the researcher is going to analyze learning speaking strategies used by the students of Islamic Boarding School. The researcher only observes in learning strategy by students of male at Islamic Boarding School of Mamba'us Sholihin 2 Blitar.

F. Definition of Key Term

In this part, there are some explanations from the title mentioned in the previous item. The title is “Student’s strategy in improving speaking English proficiency at Islamic Boarding School of Mamba’us Sholihin 2 Blitar. In order to avoid misunderstanding of the readers . It is important to define the key terms as follows:

1. Speaking proficiency is described as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideals fluently.
2. Language learning strategy has been classified by many scholars. O’Malley and Chamot (1990) define learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”. Rubin (1987) later defined language learning strategy as those strategies that “contribute to the development of the language system which the learner constructs and affect learning directly”. Speaking learning strategy is tricks of the learners how to help them speak about somethings better or to do tasks more efficiently.

G. 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, statement of the research problem, objective of the research, significance of the research, limitation of the study, definition of key term, and research paper organization.

Chapter II is the review of related literature. It contains speaking, learning strategy and previous study.

Chapter III is the research method. In this chapter the researcher presents research design, setting of the study, subjects selection of the study, data and data source, technique of data collection, technique of data verification and data analysis.

Chapter IV is research finding. In this chapter the researcher shows the implementations of learning strategies used by students of Islamic Boarding School of Mamba'us Sholihin 2 Blitar in mastering speaking skill. Chapter V is discussion. In this chapter presents discussion based on the findings of the study.

Chapter VI is conclusion and suggestion. In this chapter the researcher will draw conclusions and propose suggestions taken from the research results.