

CHAPTER I

INTRODUCTION

This chapter presents general description about background of the research. It is included background of the research, the research problems, the research objective, the significance of the research, scope and limitation of the research, definition of the key terms, and organization of the study.

A. Background of the Research

According to Henry Sweet, an English phonetician and language scholar, stated: "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts." By using language people can express their feelings and ideas to someone else. There are so many languages in the world, one of them is English. English is an international language that is used for communication by most of people all over the world. In this age of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. English has become an important language in the world because English is the first language for the majority of the people in several countries. There are about 375 million English as first language speakers and 750 million English as second language speakers. English is an official or special status in 70 countries. So that mean English is very important for everyone and every country to master the English. Because it gives good prospect in the

future to our self and to progress industry, economy, business, tourism, international relation of our country and our life.

In learning English there are four integrated skills such as listening, reading, writing, and speaking that must be mastered well. Ur (1996: 120) states that speaking seems significantly the most important of all the four skills. Speaking is the activity of giving speeches and talks. Language will be useful if someone can use it spoken activity. It means that learning language is not only learning about theory, but also learning how to practice it in a real communication, that is speaking skills. Therefore, speaking skill is the most important skills among four skills in English. Language is measured by its result in speaking skills or oral communication. In other word, we can measure the ability of language from his/her ability in speaking.

Reciprocally a lot of expert opinion about speaking and the importance of language skill. As written in the paragraph above explains that the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (Nunan, 1991, p. 39). In addition, Patel and Jain (2008, p. 29) state that “the primary functions of language are communication, self-expression, and thinking”. Hence, it is obvious that language is a means of communication. For a

learner to master a language well, she/he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language.

Before carrying out research, the researcher wants to show the previews of the studies. The previews studies as the example and as a comparison to find something different in doing research. In this research there are three previews of this studies. The first was a study from Safirah (2018). The research design of his study was descriptive design with qualitative approach. In her researcher, he focuses on researching how students used strategies in learning language components as with the formulation of the research problem: were: 1) how are good students in speaking learn vocabulary and grammar to improve their speaking? 2) how are good students in speaking learn pronunciation to improve their speaking? 3) how are good students in speaking learn fluency and accuracy to improve their speaking? 4) how are good students in speaking make preparation before performing speaking?.

The results showed that (1) good students employed some strategies in mastering vocabulary and grammar through a) reading some books , b) finding the difficult words and checking or finding the meaning in the dictionary, c) writing down the difficult words and their meaning to be memorized, (2) good students employed some strategies in mastering pronunciation through a) sharing with the expert, b) making a conversation with the native speaker, expert, teachers and friends, c) watching the movie, (3) good students employed some strategies in mastering fluency and accuracy through a) watching the movie b) make a

conversation with the expert (4) good students did some preparations before performing speaking through a) preparing the contents b) sharing with the teacher and friends c) training the speaking in front of the audiences c) doing a meditation.

The second was a study from Alfiyanaini (2017). In her research focus on understanding and to know the students' learning strategies in speaking skill and the strengths and the weaknesses of the learning strategies used by students in boarding school MAN 1 Surakarta with formulate the problem of the study as follow: 1) how are the students' learning strategies in speaking skill of eleventh grade students in MAN 1 Surakarta boarding school in academic year 2015/2016? 2) what are the strengths and weaknesses on students' learning strategies in speaking skill of eleventh grade students in MAN 1 Surakarta boarding school in academic year 2015/2016?.

After she carried out the research she had obtained data about strategies of learning speaking that used by Man1 Surakarta Boarding School. The result of this research shows that: (1) the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. In metacognitive strategies, the students use four strategies, namely: selective attention, self management, self- monitoring, and self-evaluation. In cognitive strategies, the students used ten strategies, namely: Resourcing Translation, Repetition, Grouping, Deduction, Imagery, Keyword method, Inferencing and

Note taking. And in socio-affective strategies, the students used two strategies namely: cooperation and question for clarification. (2) The strengths for the students when they apply those strategies are the students get many new vocabularies, they can fluently in speaking English, they know how to pronounce those word, and more confidence in speaking English. Beside the strengths the students also have their weaknesses. They are in their grammar, because they more focus in their speaking and tend to ignore grammar.

The third was a study from Itania (2014). The research design of her study was descriptive design with qualitative approach. In her research, she focus how the students of acceleration class succeed in using learning strategies to mater their speaking. In her research there the formulating problem of this script is (1) what are the learning strategies used by students of acceleration class in learning English at MAN 3 Tulungagung? (2) what is the most dominant learning strategy used by student of acceleration class in learning English at MAN 3 Tulungagung? And the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

The results showed that students can know more about information about speaking English especially without the help of a teacher, studied all the theories about speaking English, students can learn faster and fun. Students often

think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

However, speaking a foreign language is not an easy skill to be mastered by learners. Learners consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Regarding this, Brown (2004, p. 172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. Students have to be aware of these components. Before they speak, they should know what they will say; therefore, they need to have many ideas in their mind about what they will say. In addition, students must be able to use correct pronunciation; otherwise it will be difficult for listeners to understand them. Moreover, in order to be able to speak fluently and correctly, they must have sufficient vocabulary and must be able to arrange their sentences so that they can be understood. If all these things are done well, the students surely will be able to speak well and their listeners will get the message easily. Then in teaching and learning speaking, learning strategies so importance because learning strategies as steps taken by students to enhance their own learning.

Thailand is a country full of customs, traditional and language such as Melayu language that used by the people in the south and Esan language used by the people in north, but people in Thailand mostly use bilingual that they sometimes use two language to communicate with others it is English and Thai. As we know that English is not the first language in Thailand. Because Thailand has own language which is Thai use the moment but English has very important role for Thai people in doing business, job, education and moreover Thailand has a good relationship with countries that has English as the first language such American, England, and Australia.

In Thailand School, English was the one of subject as a foreign language. As foreign language, English was little bit difficult for students. Students have difficulties about English because they think that English is very difficult within how to pronounce and how to write. As we know that Thailand, students had Thai letters and English letters. English letters not all use in their daily life. That case makes students challenge to learn. Students must have strategy how to make themselves interesting about English in English learning process. The way to make students interesting to learn English are using role play, games, jokes and right strategies.

English has become important in Thailand especially in the south of Thailand. Many schools in south Thailand have been trying to improve English for students. But the mostly they got difficult and not many schools get the results and success to master English well, especially in speaking. One of succeed school to

make students mastered speaking English is Darussalam school at Tanjongmas Narathiwat Thailand. Abdulloh Samat (2017) stated in his thesis that Darussalam school is the largest private institution in Southern Thailand. It was founded in 1311 H together with 1957 M. Khyai named H. Muh.Daud Bin H. Yusuf Boto, he had received his first education at the Darussalam school and continued his education at the Mecca in Saudi Arabia. This school moves the old Islamic boarding school system to the school system or Madrasa which has 401 students (male and female), then increases from year to year, so the number of students in the 2016-2017 academic year increases to 4,896 students. In Darussalam school there are many acceleration programs that gives opportunities to students who challenge themselves and develop their knowledge such as: 1) Quran Memorization Program (QMP), 2) Quran Science Program (QSP), 3) Quality classroom (QC), 4) English and Melayu Program (EMPRO), and so on. EMPRO is a special program for students who have talent and want to develop English and Melayu language. English and Melayu program (EMPRO) has produced many students in learning English especially in terms of speaking. After participating in this program their ability to speak is more increasing and different from the surrounding environment.

From the reason above made the researcher interested to conduct this thesis. The researcher wants to know how do the students of English and Melayu program (EMPRO) improve their speaking in term of vocabulary, pronunciation, grammar, fluency and accuracy until they succeed in speaking English. The

researcher hopes after conducting research, the research will be useful for the teacher and the school in teaching English.

B. Formulation of the Research Problems?

Based on the background of the study above, the problems can be formulated as follows:

1. How do the students of English and Melayu program (EMPRO) improve their speaking in term of vocabulary, pronunciation, grammar, fluency and accuracy?

C. Research Objective

Based on the research problem, the study is intended to:

1. Know how the do students of English and Melayu program (EMPRO) improve their speaking in term of vocabulary, pronunciation, grammar, fluency and accuracy.

D. Significance of Study

For the significance of this study, the researcher really hopes that result will be useful:

1. English teacher

The result of this research can be used by English teacher in order to teach English. Then this research can enable teachers to design appropriate materials and activities that suitable for them in order to improve their speaking learning. So, it can ease English teacher in the process of teaching and learning, especially in speaking aspect which can invite students' motivation in learning English.

2. Students

Students can develop and apply students' learning strategies, especially in learning speaking skill that can solve speaking learning's problems. So, they can be easier, more interested in learning speaking, and become independent learners.

3. Readers

In this result of this research, the readers can understand using strategies in teaching and learning process and used it in daily life. For this study not only for teacher and students but it is for all who needs to have a good skills in English language especially in improve speaking.

4. Other researcher

This study will contributes in other researcher in conducting further researcher of similar topic. It will help them to have more addition knowledge

E. Scope and limitation

This research explains around theory that proposed by O' Malley & Chamot, and Oxford. Then researcher focused on Oxfords' theory as the mind in study especially in direct strategy and indirect strategy.

F. Definition of Key Term

There are some terms used in this study that needed to be defined to avoid misunderstanding, that is:

1. Learning strategies

Learning strategy is the way of the students to help them learn and getting new information to reached their goals according to their favorite way

and to improve their speaking in term vocabulary, pronunciation, grammar, fluency and accuracy.

G. The Organization of The Study

To enable the writer arranges the research paper and to make it easy to understand, the writer divides this research into six chapters as follows:

Chapter I introduction which deals with background of the research, the research problems, the research objective, the significance of the research, scope and limitation of the research, definition of the key terms, and organization of the study. Chapter II is theoretical background of about speaking and learning strategies. Chapter III is the research method. It include: the research design, the subject selection, the description of subject, data and data source, method of data collection and instrument, technique of data verification, and method of data analysis. Chapter IV is presents research finding and discussion of the research. The findings of the research describe the result strategies employed by students of English and Melayu program (EMPRO) in learning speaking at Darusslam school. Chapter V in this chapter, the researcher presents the research finding. Chapter VI in this chapter, the researcher presents conclusion and suggestion about the research.