

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents general description about background of the research. It is included background of the research, formulation 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**

English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, there is a demand for speakers who can use English effectively in every country. English is called the International Language and is also the second language of many countries in the world. In Indonesia, English is considered a foreign language, for it is a language studied in an environment where it is not the primary means for daily interaction and the use of the language is restricted. Even though English is said to be difficult to learn and to use, it keeps attracting people to learn it.

Communication is one of the basic needs in life. By communicating with others, people can express and understand what others want. One of the effective ways of doing communication is by speaking. Speaking skill is very important for foreign language learner. Ur (1991:120) states that of the all four skills, speaking is considered to be able the most important skill. In the other hand, speaking also becomes the most difficult one. It is supported by Nunan (2003: 48) that the reason why speaking is difficult is

many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in *real time*: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing". In addition Harmer (2007: 265) states that *Receptive skills* is terms used for reading and listening, skill where meaning is extracted from the discourse. *Productive skills* are the term for speaking and writing, skills where students actually have to produce language themselves.

Even speaking is the most difficult one, it can be summarized that the learners have to be able to master speaking skill. Speaking itself has many aspects such as pronunciation, fluency, grammar, stress, intonation, etc. Someone is called master of English if she or he is fluently when he is speaking. He can speak in a good grammatically order, use suitable stress and intonation and he can pronounce the sentence by sentence well. Not only what the researcher mentions above, speaking also needs confidence. Even we have a good grammar, intonation, and pronunciation it is non sense when we do not have confidence to speak.

According to Ur (1996: 121), there are some problems in speaking. Those are inhibition, nothing to say, low or uneven participation, and mother-tongue use. Learners are often inhibited about trying to say things in a foreign language in the classroom. They worry about making mistakes. Some students cannot think of anything to say and also just have little time

to speak. Besides, they will use their mother tongue because it is easier than foreign language. In addition, Harmer (2007:11) stated that many people learn English because they think it will be useful in some way for international communication, wish to learn to speak, read, listen and write the language effectively for wherever and whenever things might be useful for them. 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 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. Based on the reason above, the researcher is interested to observe and conduct a research under the title

**“THE STUDENTS STRATEGIES IN LEARNING SPEAKING BY NINTH GREADE AT SMP NEGERI 1 SUMBERGEMPOL”.**

**B. Formulation of the Research Problem?**

1. What are the students strategies used by students in learning speaking at SMP Negeri 1 Sumbergempol?

2. What are the contribution of the strategies in learning speaking at SMP Negeri 1 Sumbergempol?

### **C. Research objective**

1. To describe the strategies used by students in learning speaking at SMP Negeri 1 Sumbergempol.
2. To know the advantage of the strategies used by students in learning speaking at SMP Negeri 1 Sumbergempol.

### **D. Significance of study**

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

1. English teacher

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 strategies, 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.

2. Students

For the students they need to be more exploring their abilities in learning speaking and the students get better studying supported by learning strategy

### 3. Readers

The results of this study for readers can use strategies in learning English everyday

## **E. Scope and limitation**

### 1. Scope of research

The researcher is focused on the causes of students in learning speaking

### 2. Limitation

The concern of this research is only on the students strategies in learning speaking.

- a. To discussion about the type of the learning speaking strategies sued by students.

## **F. The definition of keys term**

### 1. Speaking

Tarigan (1990: 15) stated that speaking is the ability to pronounce articulation of sounds or words for expressing, stating, convey thoughts, ideas, and feeling. Speaking can help us to express our opinion and idea.

### 2. Learning strategies

Simply put, a learning strategy is an individual's approach to complete a task. More specifically, a learning strategy is an individual's way of organizing and using a particular set of skills in order to learn

content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992).

#### **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 five 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 cover: the research design, data and data source, method of data collection, research instrument, and method of data analysis.

Chapter IV is presents finding and discussion of the research. The finding of the research describe the result of students in learning speaking.

Chapter V in this chapter, the researcher presents the conclusion and suggestion about the research.