

# CHAPTER I

## INTRODUCTION

This chapter presents background of study, formulation of research question, purpose of study, significance of study, scope and limitation of the study and definition of key terms.

### **A. Background of the Study**

Communication is an important thing used in human life. Language is the process of agreement between the sender and receiver to get the meanings. Language is a system of communication consisting of small part and a set of rules which decides the ways in which these parts can be combined to produce message that have meaning (Cambridge International Dictionary of English 1995:795). Parel and Praveen (2008: 27) stated that language is a medium through which one can express idea, thought, feeling and message. Language consists of four skills: Listening, Speaking, Reading and Writing”. Related to those four skills, Peregyo and Boyle (2001:107) state, “Listening, Speaking, Reading and Writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately”. Those are the most useful skills that must be learned and mastered by the grade level students. To achieve this goal, the students should recognize and learn them by employing a certain strategy. According to Huda (1999: 73) the nature of the task may determine the choice of learning strategy. In addition to learning strategy commonly used in developing all language skills, receptive and productive language skills seem to be associated

with different learning strategy. So, the chosen of language learning strategy can be used in improving all of the language skills.

In learning English, the students should learn speaking skill in awareness. Speaking is one ways to communicate ideas or a message orally. Speaking is an important thing when the people take a communication and it encourages the developing of language learning. Speaking skill is the skill needed when the students take communication and interaction in developing their proficiency.

The students should prepare their speaking when they want to be successful in their communication, accustoming with improvisation and practice continuously before they express their idea. To support their success in speaking, the students employ learning strategy in their language learning. In other words, to become a good speaker, the students should facilitate themselves by selecting and employing more appropriate learning strategy.

In a language learning, the learners should consider a strategy. Stern (1980) cited in Huda (2008 : 72) suggested that successful language learners have, among other are characteristics personality relevant to learning style, positive learning strategies, an active approach to learning, an inclination self-monitor, and willingness to practice and experiment. The employed strategy helps the learners learn and understand materials or tasks that they learn. The employed strategy, moreover, directs the students to their goals in learning. They know what a strategy that is suitable with their characteristics. The learning proses of English should be supported by qualified learning strategies used by students, the

awareness of the students and also the readiness of the students. The students can be successful in learning because of their awareness in choosing and employing learning strategies.

The learning strategy is the strategy used by the learner to make them understand and get new information. (Richards and Platt, 1992:209) cited in (Rabadi & Bataineh, 2015:101) state that learning strategies are intentional behavior and thoughts used by learners during learning so it is better help them understand, learn, or remember new information. The concept of learning strategy mostly depends on the learners' consciousness of activities to achieve certain goals. Learning strategies can be as broadly conceived intentional directions and learning techniques. All learners use language learning strategies when they are processing new information and performing tasks in the language classroom activity. Language learning strategy is defined as steps or actions taken by learners to improve the development of their language skills (Oxford & Cohen 1992 : 1). Another definition of language learning strategy is the way in which the learner selects, acquires, organizes, or integrates new knowledge (Weinstein & Mayer, 1986:315). The students should employ language learning strategy in order to acquire and fossilize new knowledge and new information.

Practically, learning strategies are employed by all students in all levels of education. Each level with each own characteristic requires different level of achievement. MAN Trenggalek has three levels of classes. They are regular class, excellent class and acceleration class. Each level has different characteristic. The regular class is a class for students who have low until immediate ability level.

The students have to pass the learning process during three years. The numbers of students in regular class are a lot rather than the students in excellent or acceleration class. Excellent class on the other hand, after regular class that consist of students who have a good until upper ability. The teaching and learning process in this class is also interesting. The students have to pass the learning process during three years. There only few students who registered this excellent class rather than regular class because the selection process is more difficult than regular class. The students of excellent class will be chosen by their achievement before. The last, Acceleration class is the class which consists of the students who have good until upper average ability. So, they can be easier than other students to understand the material. According Southern & Jones (1992) say” acceleration as progress through an educational program at rates faster, or at ages younger than normal”. Commonly, in acceleration class the students are fewer than excellent class. Acceleration students in MAN Trenggalek are selected through the more high process. That more high process here means the students must follow the exam test until they are admitted in acceleration class. The acceleration class must get good score in academic aspect from the exam test. The acceleration class is designed for the students who will study faster than other students because they have a good ability. In this study, the researcher believes that characteristic of good language learner is the students ability who are able to increase and develop their own speaking skill.

In this research, there is any previously conducted research that addressed this topic it is learning strategy in speaking employed by the students. But, there is any aspect that differs from those of the previous research. The aspects are kind of learning strategies that used by the students, students who become subjects and methodology in conducting research.

From the explanation above, the researcher is interested in conducting a research with title” **Speaking learning strategy employed by the twelve grade of the acceleration students of MAN Trenggalek**”.

## **B. Research Question**

Based on the background of the study above, the research questions are:

1. What are the learning strategies employed by the twelve grade of the acceleration students of MAN Trenggalek to improve their speaking proficiency?
2. How are the learning strategy employed by the twelve grade of the acceleration students contributive to improve their speaking proficiency?

### **C. Purpose of the Study**

Based on the research questions above, purposes of the study are:

1. To explore the learning strategy employed by the twelve grade of the acceleration students of MAN Trenggalek to improve their speaking proficiency.
2. To explore how the learning strategy employed by the twelve grade of the acceleration students contributive to improve their speaking proficiency.

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

The findings of this study are expected to give contribution for the students, teacher, and other researchers.

For the students, the result of this study can be used as a new reference to learn English especially in speaking skill. The students can apply effective learning strategies in speaking to improve their speaking proficiency and get better studying. Consquently, they can active in doing interaction with others.

Meanwhile, for English teacher, the findings are expected to be useful contribution to know the characteristics of each student in improving speaking proficiency. By considering each of student different learning strategy, the teacher can take students learning strategy as basis of instruction. It can give opportunities for teachers to encourage her/ his students in improving their speaking proficiency. Moreover, the results of study can be used to develop and create the

suitable method to improve students' speaking proficiency and also to encourage students in improving speaking proficiency.

Finally for other researchers, the findings can give some contributions and information about learning strategy to improve speaking proficiency. The result of the study can be used as a reference for other researchers to conduct a further researcher dealing with learning strategy to improve speaking proficiency.

### **E. Scope and Limitation**

In order to avoid the possible deviation from the purpose of the study, this study focuses only on speaking learning strategy employed by the twelve grade of the acceleration students of MAN Trenggalek. This study is conducted to know how the twelve grade students learn speaking. To conduct the study, the researcher focuses on the learning strategy employed by the twelve grade acceleration students in learning speaking, and how the learning speaking strategy employed contributive to improve their speaking proficiency.

### **F. Definition of Key Term**

#### **1. Learning Strategy**

Intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information (Richards and Platt (1992:209). Learning strategy, also the processes and actions that are consciously deploy to help to learn or use a language more effectively.

## 2. Speaking

The action of conveying information or expressing one's feeling in speech orally.

## 3. Speaking Proficiency

The ability to communicate well, to express the idea with action of conveying information orally because of training and practice.

## 4. Acceleration Students

The typical of the students that include condensed the study that may be completed more quickly than standard courses. Students who have above-average ability can be completed more quickly than past the time learned that have been determined.



