

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Mastery of a foreign language is important in the era of globalization like now. Language is a communication tool and a means for disseminate information. Mastering a foreign language means expanding opportunity to interact and get information from other parts of the world. Opportunity to gain more knowledge the area is wide open to people who understand and can speak foreign language. There are many references, technologies and scholarships that can do it we learn and gain with foreign languages as one precondition.

Learning a foreign language requires appropriate learning strategies so that it can take place effectively and efficiently. According to Schumaker & Deshler (2006), learning strategy is an approach individual towards a task. This implies that strategy learning is individual and each individual has recognized the right learning strategy is able to choose the right way in learn new things, including languages. Learning strategies provide direction and help students to improve their knowledge and understanding of the target language (Cohen, et al, 1996).

Learning strategies can be described as traits and behavior in demand. According to Oxford (1990) learning strategies are behavior or actions used by learners to learn language more focused, and fun. Brown (1994) emphasizes the concept learning strategies as unobservable behavior within oneself learner. Furthermore, Brown (1994) differentiates between strategies learning and communication strategies. Learning strategies relate to processing, storing and retrieving acquisition input language, while communication strategy is concerned with output language acquisition.

Various speaking strategies can be used by students, namely by interacting through interactive language learning and collaborative which is the best method to improve speaking skills. Interactive language teaching is based on real situations that require communication. By method In this language class, students can have the opportunity to interact with each other communicate. Students can communicate in real life in activities authentic, and meaningful tasks that can improve abilities speak. This can happen when students collaborate in groups to achieve deep speaking skills completing the task.

There are various studies related to second language learning strategies. Research on foreign language learning strategies that has been carried out by Djiwandono and Tolok (1998) both research language English. This research describes the profile of strategy use learning by Indonesian learners who are learning English to achieve speaking skills in an English context for special purposes (English for Specific Purposes), determine differences between groups of men and women, and determining relationship between diversity of learning strategies.

In essence, learning is a business process carried out by someone to obtain a new change as a result own experience in interaction with the environment. Method Each person uses learning differently. This is due to by motivation, goals, age, social environment, educational environment different too. Wenden and Rubin (1987:19) define strategy as learning "... every operational activity, step, plans, routines used by learners to facilitate obtaining, storing, searching and using information".

According to Oxford (1990:14), there are two ways of utilization second language learning strategies. The first is a direct learning strategy (direct strategy) and the second is an indirect learning strategy (indirect strategy).

The direct language learning strategy is a method that used by learners in acquiring, storing, experimenting, and utilization of the information obtained. Language learning strategies directly divided into three types, namely, (1) memory strategy, (2) cognitive strategies, and (3) compensatory strategies.

Indirect learning strategies too plays an important role in learning a second language. This matter due to factors related to the learner when learning a second language. These factors are related with the learner's metacognitive, affective, and social factors. These factors then become strategies for learning a second language as following :

### 1. Affective Strategy

Affective strategy is the second strategy of language learning strategies indirectly. This learning strategy includes emotions, attitudes, motivation, and values in the process of learning a second language. There are several ways that students can take to achieve satisfactory results in learning a second language. According to Oxford (1990:141), three ways to utilize affective strategies This is in learning a second language, namely (1) reducing anxiety by listening to music, laughing, and meditating after learn a second language, (2) increase self-confidence by make positive statements, (3) respect yourself in learning a second language; regulate your own emotional temperature by discuss with colleagues when you have problems, try to Listen to your body's voice when you are too tired from studying second language.

Affective strategies are all learner behavior that related to the attitudes and feelings the learner faces learning process. Affective strategies include (1) reducing anxiety, (2) encourage yourself, and (3) control temperature emotion. Reducing anxiety can be done by (a) using relaxation, (b) listening to music, and (c) laughing. Encouraging yourself can be done by (a) make positive statements, (b) take risks wisely, and (c) respect yourself. Meanwhile, controlling the temperature emotions can be done by (a) listening to body movements, (b) make a list of activities or plans, (c) write a diary language learning, and (d) discussing feelings with people other. With this affective strategy, students can develop the confidence and perseverance that learners need to involve yourself actively in learning the language. This is requirements for achieving communicative competence.

### 2. Social Strategies

Social strategies are strategies for learning language indirectly directly that students have plunged into the social world. Without realizing, Students have carried out language learning activities with other people through social activities. As is the principle of learning strategy in above as follows that students carry out a learning activity second language or target language with lots of fun and effective in new conditions. Students will gain two abilities when carrying out social strategies, namely (1) the ability to learn language, and (2) social skills.

Social strategy is all learning behavior related to learner cooperation with his colleagues in achieve learning goals. Social strategies include (1) asking questions, (2) cooperate with others, and (3) have a taste to others. The strategy of asking questions can be done by (a) asking clarification and verification, and (b) asking rectification. Cooperate with others including (a)

cooperating with peers and (b) in collaboration with language users who are smart or proficient. While having a sense of empathy for other people can be done by (a) developing understanding culture, and (b) be careful with the tongue and feelings of others.

The field of second language acquisition distinguishes three types of strategies, namely (1) production strategy, (2) communication strategy, and (3) strategy learning (Djiwandono, 1998). It was stated that the production strategy is an attempt to use one linguistic system collectively efficient and clear with minimal effort. Compensation strategy interpreted as an effort to deal with communication problems emerge in interactions. The learning strategy is an effort to develop linguistic and sociolinguistic competencies in the target language. In this case Tarone (in Djiwandono, 1998) unites production strategy and compensation strategy with the term language use strategies. Thus, you can Two strategic terms are distinguished, namely language use strategy and strategy Study.

Brown (1994) in relation to language acquisition also proposed only two types of strategies, namely (1) learning strategies and (2) communication strategy. The difference between Brown and Tarone indicates that production strategy, communication strategy, and language use strategy basically refers to one thing the same or can replace each other.

Practically, various learning strategies have been employed by every student either in Senior High School level or in university level. At the UIN Sayyid Ali Rahmatullah Tulungagung, there is a conversation club that is leaded by some skillful student. These skillful students take a pent as tutors or facilitators. They are good at speaking. So, they have how capacity to facilitate other students to practice speaking. This study is intended to investigate the mentors' strategies in improving their speaking.

## **B. Formulation of the Research Question**

Based on the research background, the researcher formulated the research problem, as follow :

1. How do the students improve their vocabularies?
2. How do the students improve their grammar?
3. How do the students improve their pronunciation?
4. How do the students practice their speaking?

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

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

1. To elaborate the students' ways to improve their vocabularies.
2. To describe the students' ways to improve their grammar.
3. To elaborate the students' strategies to improve their pronunciation.
4. To describe the students' strategies to practice their speaking.

## **D. Significance of Study**

### 1.4.1 Theoretical

This research is aimed at finding out the strategies used by students in understanding how to speak English correctly and fluently by studying several strategies in speaking. Students are expected to be able and know all the ways to speak English so they can master English correctly.

### 1.4.2 Practical

#### a. English Lecturers

The findings of the study can be contribute for the lecturers to direct the students to employed various learning strategies in improving speaking.

#### b. Students

Students are expected to be able to provide and improve their ability to speak English correctly with several strategies that are appropriate for there.

#### c. Researcher

It is hoped that this research is a provision for researchers in studying and understanding English speaking strategy skills. So, they can conduct further study related to speaking learning strategies.

## **E. Scope and Limitation of the Study**

The focus of the research is to analyze and improve English speaking skills in various ways and learning with several strategies applied by sixth students at the Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung.

## **F. Definition of Key Terms**

This section on this chapter is intended to help the reader understand the meaning to of some words to avoid misunderstandings.

1. Learning Speaking Strategies : It refers to the ways taken by the students to improve their speaking.

2. Speaking Performance : It refers to the students' ability to display their speaking proficiency.