

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the research, research problems, purpose of the research, significance of the research, scope and limitation of the research, definition of the key terms, and organization of the research.

### **A. Background of the Research**

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is crucial part of second language learning and perhaps the most demanding skill for students to learn. Richards (2002: 22) stated that speaking has always been a major focus of language teaching, however both the nature of speaking skills as well as approaches to teach them have undergone a major shift in thinking in the last 30 years.

If listening is the Cinderella in second language learning, then speaking is the overbearing elder sister. The ability to function in another language is generally characterized in terms of being able to speak that language (Nunan, 1999: 225). It is widely known that certain learners seemed to be successful regardless of methods or techniques of teaching. It began to be importance of individual variation in language learning. Certain people appeared to be endowed with abilities to succeed; others lacked those abilities (Setiyadi, 2000: 21)

In Indonesia, English is learnt as foreign language. It is because English is only learnt at schools and people do not speak the language in the society. It commonly happens that people or students who are learning second language, although they are in the same environment or class, they result the differences. The students who are successful in learning are good students. According to Nunan (1999:58), a good language learner has some characteristics: (1) finding their own way, (2) organizing information about language, (3) are creative and experiment with language, (4) making their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom, (5) learning to live with uncertainty and develop strategies, (6) using mnemonics (rhyme, word associations, and so forth) to recall what has been learned, (7) making errors works, (8) using linguistic knowledge, including knowledge of their first language in learning a second language, (9) letting the context (extralinguistic knowledge of the world) help them in comprehension, (10) learning to make intelligent guesses, (11) learning chunks of language as wholes and formalized routines to help them perform “beyond their language”, (12) learning certain production techniques, (13) learning different styles of speech and writing and learn to vary their language according to the formality of the situation.

Since strategy takes important role in learning, it leads to the research about what strategies that students use. The students of English department are interesting to be investigated, because they work with English language much more than those who are not. Sekolah Tinggi Agama Islam Negeri (STAIN) Tulungagung has English Department in which the teaching and learning process

the students are mostly taught in English. This department has also international classes beside the regular ones. Many of the students have good reputation in term of achievements. Some of them joint student exchange in abroad, joint competition such as debate, speech, etc. In addition, the English Department has an English Education Organization named ESA (English Students Association) in which the students can work with English informally. The programs are study club, debate club, competition for Senior High School, and some social and educational programs. Based on the previous explanation, researcher decided to conduct a research in this college.

Learning speaking can be both fun and easy if students employ right strategies. Since students are different, they learn differently too. They may adjust their speaking strategies to their own personal learning style. They will choose the strategy that is suitable for them in improving their speaking skill, especially for those good learners.

As stated by Nunan (1999:172) that learners who are taught the strategies underlying their learning are more highly motivated than those who are not. It implies that learning strategy is very important in learning language, especially in learning speaking as one of foundation and consideration to become successful English learner.

Based on the description above, the researcher is interested in conducting a research dealing with speaking learning strategies used by students. Accordingly, the research is entitled “Investigating Students’ Speaking Learning Strategies at STAIN Tulungagung”.

## **B. Formulation of Research Problems.**

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

1. What are the learning strategies used by students in speaking at STAIN Tulungagung?
2. How are the learning strategies used by the students in speaking at STAIN Tulungagung contributive to their speaking?

## **C. The purposes of the study**

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

1. Describe the learning strategies used by the students in speaking at STAIN Tulungagung,
2. Explore the contribution of students' learning strategies used in their speaking.

## **D. The significances of the research**

The study is expected to give both theoretical and practical contribution.

1. Theoretically:

The result of the study is expected to give contribution for the science in teaching and learning speaking, especially for university students, since speaking is the important skill in learning another language. The information about the speaking learning strategies can make people who are interested in speaking

know and understand the various learning strategies used by the students who are good in speaking.

## 2. Practically :

Practically, the research of this study can be useful for students and English teacher. For students, they can apply and develop speaking learning strategies used by the students who are good in speaking to solve their speaking problems. Meanwhile, for English teacher, this research can enable them in designing appropriate materials and activities that are suitable for their students' need. Besides, teacher could teach students some technical how to tackle a language specially in speaking skill using the strategies. So, it can ease English teacher in the process of teaching and learning.

## **E. Scope and Limitation of The Research**

The research is conducted in STAIN Tulungagung. It focused on the selected students who are good in speaking at STAIN Tulungagung as subjects of the study because they are good learners and the good learners choose their own strategy to improve their skill. The researcher investigates the contribution of the learning strategies for students' speaking improvement.

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

Speaking proficiency is the good ability of building and sharing meaning through the use of verbal and non-verbal symbols.

Learning Strategy is the mental and communicative procedures learners used in learning to gain particular purposes.

## **G. Organization of The Research**

The writer divides this research into six chapters, they are:

Chapter I is Introduction. This chapter presents the background of the research, research problems, purpose of the research, the significances of research, scope and limitation of the research, and definition of key terms.

Chapter II is Review of Related Literature. This chapter includes review of related theories about the nature of speaking, learning strategies, and good language learner.

Chapter III is Research Methodology. It explains the research design, subject selection, data and data source, method of collecting data and instruments, and method of data analysis.

Chapter IV is Research Finding. This chapter gives the description of data.

Chapter V is Discussion. This chapter presents the discussion of this study.

Chapter VI is the last chapter. It states conclusion and suggestion of the study.