

## **Chapter 1: Introduction**

This chapter presents the background to the study, the research question, the research objective, the significance, the scope of study and the organization of the thesis. The following section is the background to the study.

### **Background the study**

As foreign language learners who have learned English intensively, students need to be able to use English in various communication contexts, because of the status of English as an international language. For some countries, English is used as a first language or second language, while for Indonesia it is a foreign language. In Indonesia, English becomes one of the essential lessons in school. Yet, many Indonesian learners of English still have difficulty in speaking English. According to Tuguis (2017), this difficulty is caused by their English subject background at elementary school to senior high school.

At the elementary school, English subject is learnt voluntarily. According to Yulia (2013) students from 7 year to 12 year are required to learn English, because English language is tested. In university level, students in first or second semesters are compulsory to take English subject. With regards to teaching English in the Department of English Education, four basic skills namely, reading, listening, writing and speaking, should be taken into account. These skills need to be practiced in order for to grow. As stated by Abid (2016, p. 22) the growth of English Education programs is due to the increased status and uses of English in many parts of the world.

In the Department of English Education, Faculty of Letters and Culture of a university where the present study was conducted, students learn various English related subjects. Generally, the subject in the Department is more specific. English leads to the use of

language and function. The difficulty level is different from every subject. For example, students need more than four hours a week to learn English, because they learn the language intensively. These students learn a variety of subjects or coursework units associated with English language and pedagogy, such as Speaking, Listening, Reading, Writing, Grammar, English for Young learners, and Teaching English as a Foreign Language (Abid, 2016, p. 20). This is to train them so they will be prepared to face the real life work situation once they finished study.

Speaking is a skill that many people have, but what makes it different is the language they use, because there are many kinds of language in the world. At present, in the globalization era, speaking skill is used to measure knowledge of someone. Many people in the world try to increase their speaking ability and compete in international level. Therefore, speaking English becomes an obstacle for many Indonesian, but students who learn English should be able to use English in various communication. By speaking English, students can share a lot of information with foreigner not only from Indonesian. However, in learning English, especially speaking skill, some students have their own ways to understand a lesson. In other words, every student may use the same or different strategies to acquire the knowledge.

Learning strategies are process that students need to do, understand and adopt the information in learning process or in their individual preparation (Tay, 2013). However, in learning English, especially speaking, some students have their own strategies to catch and understand the lesson. According to Yang (2014, p. 335) there are four strategies to develop the ability in speaking English. First listen to the radio and the news in English. Second watch a movie subtitle. Third in front of mirror, such as introducing yourself, and disagreeing with someone's ideas. Fourth reading aloud and get someone to check the pronunciation and intonation. In addition, every student may prefer to use the same or different learning

strategies in acquiring the knowledge. Moreover, there are three kinds of learning strategies. Those are cognitive strategies, metacognitive strategies, and socio-affective strategies (O'Malley & Chamot, 1990). Furthermore, the knowledge of students' learning strategies can differences between their success and failure in learning task.

There are similar previous studies that examine English learners speaking performance which was conducted by Wael, Asnur and Ibrahim (2018) very little focuses on the factors that influenced students' learning strategies in enhancing their speaking performance. The previous researcher used descriptive qualitative research and did an interview to collect the data. The participants were the students of third semester in English Department of Universitas Muhamadiyah Sorong. Moreover, the result of the study that memory strategies were used by the students as the dominant factor that can influence students' to speak English.

Additionally, those researchers focused on the third semester. However, there are still limited studies that investigate the learning strategies that were by the college students in speaking English. Thus, it became the reason of the researcher to conduct a study in English Department students that is related to learning strategies in speaking English. Speaking English is a skill that should be learnt by college student who will be an English teacher. It is because they will be able to speak on high-level topics which involve analysis, critical thinking, and interpretation of an issue. Thus, it is important for students to find out learning strategies that support them to acquire the ability in speaking English.

**Research Question**

The problem of this proposed study is reflected in the learning experience of the students in English Department. The students have three subjects related to English speaking, and they have to master English speaking skill so that they can pass the subjects. Therefore, this proposed study was asking a key question "What are the strategies that English Department students report to have which help them in speaking English?"

**Aim of Study**

The aim of this proposed study is to find out the students' strategies that make them able to speak English.

**The Significance**

The result of this study is beneficial for lecturer, English Department students and other researchers who are interested in researching the topic that addressed in the research. The benefits for lecturers is lecturers can identify their students' problems and may help them to solve the problems in students' speaking English. Lecturers can also understand how to make students more enthusiastic and confident in speaking English. For English Department students, the students can realize that there more than one strategy that they can use in learning English especially speaking, so they will encourage themselves to practice more in order to be better in English speaking. For other researchers it can be used as a reference to conduct further research that dealing with learning strategies used by English Education students.

**Scope of Study**

According to the background of the study, this study focus on the discussion about kinds of learning strategies in speaking skill, conducted to English Department of a university in Gorontalo. Furthermore, the participants that involved in the study are the students who can speak English.

This proposed study has scope in two ways. First, this proposed study focuses on students who have passed all courses of speaking such as speaking for general communication, speaking for professional context, and speaking for academic purposes. Second, they are also students who have taught in several places of English courses.

**Organization of the Thesis**

This proposed study has five chapters. Chapter 1 is to present the study, which include background to the study, the research question, the research objective, the significance and the scope of the study. Chapter 2 reviews the literature review. This chapter about English as a foreign language, definition of speaking, definition of learning strategies, kinds of learning strategies, speaking English fluently, and learning strategies in speaking English fluently. Chapter 3 describes the methodology of research. This chapter explains about the research design, the source of methodology, and the data analysis. Fourth, key findings from analysis of the research data are presented in Chapter 5. Chapter 5 provides a detailed discussion and interpretation of findings of the study.